



# *Inspiring!*

**YOUTH ORGANISATIONS CONTRIBUTION  
TO CITIZENSHIP EDUCATION**







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# *Executive Summary*

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The publication "Inspiring Change: The Contribution of Youth Organisations to Citizenship Education in Europe Today" provides an overview of discussions around citizenship education. In particular, it offers evidence of how youth organisations deliver citizenship education and aims to serve as a reference point and inspiration for other educational stakeholders, especially formal education providers.

The publication builds upon a survey that the European Youth Forum conducted between February and March 2016 to map practices within youth organisations and analyse their contribution to the development of young people's competences for active citizenship and social inclusion. The publication also offers critical analysis of the pedagogical approach citizenship education requires, and provides examples of cooperation between youth organisations and formal education institutions from across Europe. Finally, it outlines a set of recommendations by the European Youth Forum for the future of citizenship education.

## **Defining citizenship and citizenship Education**

Citizenship is somewhat a magical term that determines so much for everyday life. Starting from defining basic rights, to questions of access to services or access to decent living. There are many approaches to defining citizenship, from the purely legal notion of granting rights linked to a state or residence to the more cultural or social dimensions of citizenship. The most legal notions can be seen as erecting barriers between people, who had no say in where they were born. Seeing citizens as people of the planet — global citizens — on the other hand, gives the chance to think of citizenship as living together in communities, living with respect and based on cooperation.

How does one become empowered to be a citizen in this sense, integrating this notion with the understanding of citizenship in a post-modern nation state? If we cherish freedom and human rights, it is crucial now more than ever to talk about what education for citizenship is, or, indeed, as it has come to be known, citizenship education.

Even more crucially, we should look at how such education should be organised. Citizenship education is meant to be a dynamic learning process, adapted to context and to each learner. It must be driven by values and equip learners, among whom mostly young people, with the knowledge and understanding, skills and attitudes they need not only to exercise their rights, but rather to also, more broadly, contribute to community and society and act with empathy, care and with future generations in mind.

Different traditions, contexts and approaches to citizenship in Europe and other parts of the world have thus led to different understandings of citizenship education, and consequently to diverse terminologies. In some contexts, for instance, the term civic education is used as a synonym of citizenship education. All over the world however, the contemporary understanding of civic education has slowly but steadily moved away from its classic view as only the impartment of “knowledge and understanding of formal institutions and processes of civic life (such as voting in elections)” to a broader understanding that includes participation and engagement in both civic and civil society and the wider range of ways that citizens use to interact with and shape their communities (including schools) and societies. Many countries now use the term “civic and citizenship education” rather than the narrower term of just “civic education”, or they have superseded the latter with the broader term of “citizenship education”.

A link with other education fields is often made, such as with human rights education, education for sustainable development, peace education and intercultural education. Although definitions and scope of these vary, they share an overall understanding of the mission of education being to equip young people with key competences for life and to actively participate in the positive transformation at both local and global levels. These different fields can therefore be seen as inter-related and mutually reinforcing, ultimately contributing to the right to quality education.

Finally, we see citizenship, participation, democracy, and human rights as core concepts that underpin, and are common to, various definitions of citizenship education. These concepts all interconnected and their existence is interdependent of one another. Citizenship education is the one common denominator that is vital for them all to work together and to create the democratic societies that we long for. As a result, in our use of the term “citizenship education”, we implicitly embed these three dimensions of citizenship: democratic, global and intercultural.

## **The European dimension of citizenship education – a utopian ideal?**

When considering citizenship in a European context, we soon encounter the long-standing debate on the value of European citizenship and its relation to the existence of — or lack of — a clear European identity. Although the notion of EU citizenship was introduced in the Maastricht Treaty of 1992, it is often argued that the European Union lacks a real “demos” and the capacity to transform the strictly legal notion of EU citizenship into a true European citizenship.

By challenging the link between citizenship and national identity moreover, the concept of European citizenship brings an even greater question to the discussion: is it possible to foster collective political action and to create a sense of civic-mindedness (essential for any modern democratic polities) at a supra-national level? While there are efforts to bring the EU institutions closer to the common citizen — as attested by the effort of making the 2014 European Commission Presidential election more akin to that of national elections but at a pan-European level — the gap between them is still huge.

The European Youth Forum believes that being European is not bound by a predetermined geographical or political space, nor is it rooted in a particular cultural, linguistic and religious tradition, since this is incompatible with the great diversity that characterises Europe and those who live in it. Being European moreover, also does not only mean being an EU citizen, as doing so would exclude the citizens of non-EU countries, such as Switzerland, Norway, Russia or Turkey from their historical, political and cultural role in shaping Europe as we know it today. Being European thus means being part of a reflective community, of a community aware of its history, of its responsibility and of the values that it represents and should uphold — the values of human rights and dignity, democracy, social cohesion, equality of opportunity, equality before the law and respect of nature.

If EU citizenship is to move beyond its current narrow, legal conception, and to build upon and develop the idea of what is to be European across Europe, then our approach to citizenship education requires a clear European dimension. This can help build a richer, more political conception of EU citizenship, which will be crucial if the EU wishes to increase engagement and ‘buy-in’ from citizens, as well as wider support for the EU as a social and political — and not just economic — union.

The critical approach to Citizenship education is crucial. Citizenship education should be seen as a key means of equipping young people with the skills and knowledge necessary to take part in political, economic and social life effectively — not simply as a narrow set of instructions or information on politics as a formal activity. In other words, the distinction between politics and education — with politics the province of opposing political parties and education a separate means of instilling knowledge — should be reduced; with citizenship education incorporating both knowledge-based political literacy and the broader critical competences needed to evaluate contemporary Europe’s biggest issues.

### **Citizenship education as understood by the European Youth Forum**

Citizenship education is at the core of the work of youth organisations, and therefore a top priority of the European Youth Forum, which represents over 100 youth organisations across Europe active both at international, European, national and local level. Some are national youth councils and some are international non-governmental youth organisations.

The Youth Forum understands citizenship education under a life-long and life-wide policy and practical framework. A holistic approach to citizenship education demands the involvement of both formal and non-formal education providers, which complement each other in terms of the content and focus of their education programmes, as well as the pedagogical approach and the types of opportunities to experience participation.

### **Non-formal Education and youth organisations: laboratories of citizenship education**

Citizenship Education is an important focus of a wide range of learning programmes provided in non-formal education (NFE) settings. This is the case in youth organisations, for example, where educational work is developed around a participatory process that promotes active citizenship and broadening the horizons of young people.

Based on the principles and practices of NFE, youth organisations offer opportunities to foster active citizenship by bringing young people of different backgrounds to work together and learn from one another. They support young people as they develop the skills necessary to navigate in the complexity and diversity of contemporary societies, allowing them to explore realities that are different from their own and helping them to identify a role to assume, as a way of contributing to social progress and further social development.

Other non-formal and informal spaces for citizenship education, such as development organisations, trade unions, social movements and other civil society organisations, equally play a role in the provision of citizenship education, sometimes in cooperation with youth organisations. They play a fundamental role as citizenship education providers by facilitating a space for socialisation, interaction, and political and social action to their members and to those they work with.

### **Citizenship Education, the “raison d’être” of youth organisations**

In spite of the diverse terminology used, we note that youth organisations’ educational work, including citizenship education, is driven by a set of shared values that reflect their common vision of the world. Youth organisations’ values-based approach to citizenship education is driven by their ambition of building a society that is socially just for everyone, and that is developed in a peaceful and sustainable way.<sup>1</sup>

This vision embraces democratic values and respect and the promotion of human rights. It stems from the assumption that cultures are heterogeneous and in constant evolution, and that intercultural dialogue is key to establishing harmonious and constructive relations based on respect and appreciation of diversity and pluralism. The conviction about the interdependence between the global and the local is also embedded in their vision, striving for equal education and social opportunities for all young people.

**This vision is translated into youth organisations’ complementary missions in society, such as:**

- **Mobilising** (young people) to contribute to transforming and building more just, inclusive and equitable societies through shared values;
- **Developing** citizens’ common sense of belonging to a broader community and common humanity;
- **Providing** service to the community with actions from local to global level, from local community engagement to international activities;
- **Empowering** young people to become autonomous citizens engaged in civic and political life, and to live up to their full potential;
- **Offering** (intercultural) learning opportunities to help young people develop the knowledge, skills and understanding needed to create a more just and peaceful world;
- **Enhancing** young people’s (including students) participation in decision-making process and democratic structures (within school as well as more largely in society) through representation and advocacy actions;
- **Acknowledging** the role and fostering active citizenship of all members of society, including those living in extreme poverty and those considered to be in disadvantaged conditions;
- **Advocating** for the right to quality education to be available for all (young) people throughout life, and making the inclusion of citizenship education a high political priority at local, national and European levels.

<sup>1</sup> European Youth Forum Policy Paper on Global Education, 2008

## **Reaching out to all young people**

Youth organisations organise a wide range of programmes, projects and activities related to citizenship education. These are chosen based on the mandate and target group of the organisation, and include the following:

- Volunteering
- International exchanges/events
- Regular local group meetings/activities
- School-based exchange and host-family programme
- Thematic projects
- Summer programmes
- Global/International projects
- Training workshops
- Study/field visits and sessions
- Conferences/open discussions/consultations
- Advocacy
- Manuals, publications, research studies,
- Awards.

These programmes and activities cover a wide and comprehensive range of themes and topics related to citizenship education, addressing the fundamental principals of democratic societies, contemporary societal issues such as cultural diversity, as well as the European and global dimensions related to citizenship. A non-exhaustive list of themes covered can be found in the full study, and includes topics ranging from identity, diversity, social exclusion, to environmental sustainability, peace education, conflict management, human rights and anti-discrimination.

Through their programmes/projects and activities, youth organisations seek to develop a wide range of competences considered essential for young people's development and participation in democratic life. Rather than setting academic objectives, youth organisations take a competence-based approach to learning, and design and implement their programmes around such competences. We understand competences as the set of knowledge and understanding, skills, attitudes and values that support a person in operating in different situations and moments in their life. Because of their impact in all phases and facets of their life, beyond civic and political participation, youth organisations' aim is to develop key competences for life.

Youth organisations are in a privileged position to reach out to young people from different backgrounds. Because of their volunteer and non-formal nature (i.e., provided outside the school environment), youth organisations can engage with young people who have left school early or have become disillusioned by the formal education system. Through their diversity both in terms of programmes/activities and learning methods, youth organisations give a space for all opinions and beliefs to be practiced and voiced.

The survey threw some light on the sometimes-contested idea of the socio-economic and cultural diversity of participants in youth organisations. Indeed, youth organisations strive to gather heterogeneous groups, driven by their aim to foster the getting to know the other and a collective action resulting from this. The information gathered confirmed that young participants in many of the programmes/projects come from different social and cultural backgrounds including: (young) people living in extreme poverty, children of alcoholics and children in economical difficulties, disadvantaged youth, early school-leavers and young people who are "not in employment, education or training" (NEETs), students with disabilities, and migrant students.



## **Our pedagogical approach to citizenship education**

Through their long-lasting experience in providing learning opportunities to young people, youth organisations have developed a sound expertise in developing and implementing a pedagogy that best responds to the diverse learning needs of their participants and facilitates the active participation of all the young people they engage with.

Driven by their holistic vision of education, youth organisations' pedagogical approach, including in citizenship education, is based on the principles and methods of non-formal education (or what some may call "active education", or "participatory education"). Non-formal education is the term commonly used in the youth sector to define an organised educational process with pedagogical objectives, which takes place alongside the mainstream systems of education and training and where individuals participate on a voluntary basis, hence taking an active role in their learning process.<sup>2</sup> Non-formal education therefore refers both to the setting where learning takes place and the way (the pedagogy) in which this learning is provided.

The pedagogical approach of non-formal education is characterised by the following principles:

- Holistic;
- Values-based;
- Learner-centred;
- Process-oriented;
- Competence-based;
- Experiential learning ("learning by doing");
- Participatory and (inter)active;
- Cooperative/group-based;
- Peer-to-peer education;
- Introspective (self-reflection).

## **The transformative potential of citizenship education**

The European Youth Forum and its member organisations conceive citizenship education as a transformative process for both the individual and the society. For the individual, it entails a learning process of self-reflection and self-awareness of his/her role in society as a rights-holder and with responsibilities towards the living together in democratic participatory societies. Ultimately, this process aims to empower young people to become agents of change in their own communities, standing up for human rights and taking action towards positive development. Participation, engagement, empowerment and change are key words frequently found in youth organisations' plans of action. As for society, citizenship education responds to the need for social transformation, driven by the belief in constant evolution and constructive and sustainable progress of societies.

It is from this vision of the world that youth organisations define their pedagogical aims and objectives. The common denominator of their work is the development of a young person's competences as well as the provision of opportunities (e.g. space and structures) for their engagement in society.

Being part of the range of social and political actors of society, youth organisations serve as laboratories for active citizenship. They provide both a space for awareness-raising and discussion on a wide range of topics concerning the individual and society, as well as the necessary structures and opportunities to translate their views and ideas into practice, either within the organisation or outside (in their schools, local communities and associations, through civic and political participation, international programmes, volunteering, etc.).

By participating in a youth organisation, young people have the opportunity to engage in activities/actions that enable them to experience first-hand the principles and practical aspects of democracy. Being youth-led and democratic, youth organisations have their own internal decision-making and participatory processes; democracy and participation are therefore intrinsic to youth organisations' culture. As a result, by engaging in them young people "live" a culture of active participation and responsibility, and naturally put in practice civic and political competences.

As umbrella organisations at European level, youth organisations gather national youth organisations under a common platform that allows for opportunities to learn from each other on specific topics and realities; this offers the young participants a chance to interact with peers from other cultures and countries, and thus promote a "global gaze" and increased sense of sharing a common humanity. As a result, youth organisations offer a space to nurture social and emotional competences through the building of interpersonal relations.

<sup>2</sup> European Youth Forum, Policy Paper Recognition of non-formal education: Confirming the real competencies of young people in the knowledge society, 2003

**European Youth Forum**  
**recommendations**  
**for better implementation**  
**of citizenship education**  
**in Europe**

As reported in the survey, youth organisations experience several barriers in their delivery of citizenship education and related programmes/projects:

- A lack of resources, particularly financial, to ensure the sustainability of citizenship education programmes;
- The lack of recognition of the educational work of youth organisations on citizenship education;
- A lack of cooperation between formal and non-formal education providers;
- And the lack of recognition of the importance of including citizenship in school curricula.

Based on their own experiences, youth organisations pointed out in the survey a range of factors that could contribute to enhancing the delivery of citizenship education both by youth organisations as well as by schools. Common factors have been identified as enabling in both settings, and they were regrouped under the following categories:

- Changes to the conceptual approach and content of citizenship education courses and activities;
- Changes to the pedagogical approach & learning environment;
- Stronger cooperation with other members of the local community;
- More capacity building and resources (human and financial).

Cooperation with partner organisations from civil society, formal education institutions, and other local and international organisations, is crucial for youth organisations to provide the type of quality citizenship education they aim for. Driven by a deep conviction on the complementarity between formal and non-formal education and its positive impact on quality education, cooperation with formal education institutions, including schools and universities, constitutes an important action of youth organisations. Thus, as reported in the survey of youth organisations, over 65% of youth organisations cooperate with formal education institutions in providing citizenship education (or related educational topic) in one way or another. In spite of some good practices around such cooperation, these happen still too often on ad-hoc basis and are rarely systemic.

The European Youth Forum is continuously working to empower young people to participate actively in society as well as representing and advocating their needs and interest and those of their organisations. Over the years, we have developed several recommendations aimed at improving access to and availability of quality education and citizenship education, which we outline below:

- Free and equal access to quality education for all
- Foster an on-going and Europe-wide dialogue on a common understanding of citizenship education.
- Recognition of the added value of a more holistic, participatory and learner centred approach to citizenship education.
- Support and recognise youth organisations and other non-formal education civil society organisations as key quality providers of citizenship education in the non-formal education system.
- Recognising non-formal education and the validation of competences gained in this setting.
- Encourage partnerships between formal and non-formal education providers
- Promote long-term commitments towards quality education and quality citizenship education at a national level
- Ensure the presence of youth in key decision-making bodies related to education
- Provide resources for training programmes for teachers, school heads and other educators in the field of citizenship education.
- Establish monitoring systems regarding the implementation of commitments related to the promotion of citizenship education.
- Create benchmarks for citizenship education in Europe, based on long- and short-term goals.

# — *Introduction: Everything begins, and ends, with citizenship*

WORDS BY **ALLAN PÄLL**,  
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OF THE EUROPEAN YOUTH FORUM

In a world dominated by law, only a few concepts are more fundamental than citizenship. Those are derived from nature itself. Questions like origin, development, and essentially, the meaning of life itself.

However, if we look at the world today, and everything it could be tomorrow, our life as people is very much determined by how we define the relationships among people, and between people and government.

Citizenship is somewhat a magical term that determines so much for everyday life. Starting from defining basic rights, to questions of access to services or access to decent living.

There are many approaches to defining citizenship: we have the usual legal language (or “jargon” for most of us) and concepts of citizenship granting rights linked to a state or residence. There are also cultural or social dimensions.

But then there is the idea of the people of the planet. Looking from Space, borders become imaginary — nonsense, even. When we think of citizenship only in legal terms, we erect barriers between people. People had no say in where they were born. Limiting citizenship to legal definitions only is nonsense.

Thus, the notion of the people of the planet — us as global citizens — is not just a mindset, but rather the real truth about who we are. As such, citizenship can be claimed for what it is truly about: living together in communities, living with respect and based on cooperation. Being a good human being.

Then comes the question: how does one become empowered to be a citizen in this sense, integrating this notion with the understanding of citizenship in a post-modern nation state? Empowerment is not something that can be done to you, but with the right tools at hand, we have better odds at being good human beings.

Societies and communities have therefore embraced education as the most essential tool. Unfortunately, what we see taking place in education, is not necessarily promising for

empowerment. In “Not for Profit: Why Democracy Needs the Humanities”, Martha Nussbaum makes the most powerful case for rethinking our education for global citizenship. She writes about a silent crisis so grave, but more damaging than any other social or economic crisis imaginable, which is the withdrawing of humanities from education. This is seeing people as useful robots — not human beings. It’s about measuring performance based on standardized tests, and forgetting compassion and empathy.

There is a global crisis, in all layers of formal education. Peeling each layer off, we see layer-by-layer reform will not help. The problems are deeply entrenched in our societies and linked with the governance of education. Society can be shaped by education, but we must first ask ourselves which kind of society we want. Shaping education should follow.

And if we cherish freedom and human rights, it is more crucial than ever to talk about what education for citizenship is, or, indeed, as it has come to be known, citizenship education. Even more crucially, we should look at how such education should be organised. Nussbaum says that “knowledge is no guarantee of good behaviour, but ignorance is a virtual guarantee of bad behaviour”. It thus falls upon us to improve the knowledge factor and educate others that a different world is possible. There is nothing more urgent than rethinking our education for citizenship in its truest form.

And thus we stumble to this publication, which really only aims to do one simple thing: serve as an inspiration — to anyone, for everyone! Particularly, of course, to those mad and crazy decision makers and influencers that cut on humanities, that cut on teaching of languages and history, those that want everything to be about how one finds a job. Those who would rather see young people and students as robots. Even in a world where actual robots are becoming a reality, and where this kind of thinking should be fundamentally challenged.

We aim to showcase however, that it is not all doom and gloom. Quite a lot of the amazing things happening in education are not confined to the usual four walls of a school or a college. Formal educational institutions — although still imperative for citizenship education — hold no monopoly on learning. But we do, as people. Learning is something incredibly personal, something integral to who we are. And it happens in any context.

It is thus of particular importance to highlight the role of youth organisations that do more than asked for, and whose role cannot be overstated, in adding tools to the toolbox. Citizenship is at the heart of what youth organisations do. They provide fulfilment,

self-discovery and encouragement to young people. They build character and empathy — all that is so little valued in a formal setting, but fundamental to us being able to live together in peace.

Some argue that we live in times of fear and anxiety. When looking at increasing problems with mental health and wellbeing, we find that the solutions put forward often add to that powerful feeling of powerlessness. In the wake of terrorism, education ministers agreed in the Paris Declaration in 2015 that it is high time to rethink citizenship education.

But we might ask ourselves: how did we get here? What is the root cause of violence and terror in our societies? The lack of quality in citizenship education is probably one of them: it leads people to feel anxious, to feel disengaged and disenchanting from society. And by quality, we mean not only looking at making sure there is a course on citizenship in the curricula, but looking at how effectively we build global citizenship. How do we build empathy and develop skills of cooperation?

Quality is thus reflected in how any education is delivered. Here, much remains to be learned from non-formal education, such as what youth organisations do. If we want people to be ready for democratic decision-making, why not make schools a place where one can practice it? Why not make schools hubs of experiential and experimental democracy? Student councils and youth organisations that can fully participate in governing our education would be incredibly powerful and effective.

Citizenship education is meant to be a dynamic learning process, adapted to context and to each learner. It must be driven by values and equip learners, among whom mostly young people, with knowledge and understanding, skills and attitudes to exercise not only their rights, but to, more broadly, be good human beings; to contribute to community and society and act with empathy, care and with future generations in mind. In our world, and in giving a voice to young people, everything begins, and ends, with citizenship.

Easier said than done, but hopefully, by reading this, you will be one step closer.



# *chapter 1*

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## **UNDERSTANDING CITIZENSHIP EDUCATION IN EUROPE TODAY**

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There is a wealth of literature written on the concept of citizenship education. This is partly due to the wide variety of very different understandings and approaches to citizenship education. To fully grasp the complexities of this debate, in this section we will outline the different definitions of citizenship education put forward by a range of international organisations, and the key concepts that we identify as underpinning our understanding of it. Some light is thrown on the different terminology used under the conceptual framework of citizenship education, as well as the interconnections with other education fields. Lastly, we make a reference to different competence-development frameworks formulated in recent years by international organisations, as a support to the implementation of citizenship education.

## **What is Citizenship Education?**

Different traditions, contexts and approaches to citizenship in Europe and other parts of the world have led to different understandings of citizenship education, and consequently to diverse terminologies. In some contexts, the term civic education is used as a synonym of citizenship education; for instance, educators in the US use civic education to refer to social competences and active citizenship.<sup>3</sup>

All over the world however, the contemporary understanding of civic education has slowly but steadily moved away from its classic view as only the impartment of “knowledge and understanding of formal institutions and processes of civic life (such as voting in elections)”.<sup>4</sup> For example, some organisations, such as the International Association for the Evaluation of Educational Achievement (IEA), have adopted the term of civic and citizenship education to emphasise this broadening of the concept and incorporate the changes that occurred in recent years in education provision into their approach.<sup>5</sup>

According to the **International Association for the Evaluation of Educational Achievement (IEA)**:

*Civic education focuses on knowledge and understanding of formal institutions and processes of civic life (such as voting in elections). Citizenship education focuses on knowledge and understanding and on opportunities for participation and engagement in both civic and civil society. It is concerned with the wider range of ways that citizens use to interact with and shape their communities (including schools) and societies.<sup>6</sup>*

Many countries now use the term “civic and citizenship education” rather than the narrower term of just “civic education”, or they have superseded the latter with the broader term of “citizenship education”. The IEA incorporated new elements of evaluation, such as “environmental sustainability”, “the role of new media for civic engagement”, or “the role of morality in civic and citizenship education” in the 2016 International Civic and Citizenship Study (ICCS) Assessment Framework — a tool that is used for accessing the quality of civic and citizenship education in many countries worldwide.<sup>7</sup> Another sign of this more encompassing approach to civic and citizenship education is the OECD recent decision to include global competences as a field for testing in the 2018 round of the Programme for International Student Assessment (PISA).

A number of international and European institutions have also formulated their own approaches to the principle of citizenship education.

**UNESCO** uses the term “**Global Citizenship Education**”, which is defined as:

*A framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable.<sup>8</sup>*

The **Council of Europe** uses the concept of “**Education for Democratic Citizenship and Human Rights Education**” (**EDC/HRE**), which is defined as follows:

*Education for democratic citizenship” means education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.*

*“Human rights education” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.*

*Education for democratic citizenship and human rights education are closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices.<sup>9</sup>*

<sup>3</sup> The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools, *Guardian of Democracy: The Civic Mission of Schools*, 2011

<sup>4</sup> International Association for the Evaluation of Educational Achievement (IEA), *International Civic and Citizenship Education Study Report: Civic knowledge, attitudes, and engagement among lower secondary school students in 38 countries*, 2009

<sup>5</sup> *ibid*, pp.22

<sup>6</sup> *ibid*

<sup>7</sup> International Association for the Evaluation of Educational Achievement (IEA), *International Civic and Citizenship Education Study Assessment Framework*, 2016.

<sup>8</sup> UNESCO, *Global citizenship education: preparing learners for the challenges of the twenty-first century*, 2014.

<sup>9</sup> Council of Europe, *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education – Committee of Ministers Recommendation CM/Rec (2010)7*, 2010.

The **North-South Centre of the Council of Europe** uses the term “**global education**” to encompass the global dimension of citizenship education:<sup>10</sup>

*Global Education aims at enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for world citizens to face global problems. It brings cultural, artistic and ethical knowledge and competences into curricula too often subordinated to the adaptation of learners to the demands of the national or international labour markets. (...)*

*One of the core competences of Global Education is the ability to understand facts holistically, fostering multiperspectivity and the deconstruction of stereotypes. It helps learners to understand the complexity of the world, be aware of contradictions and uncertainties and understand that there are no one-dimensional solutions for complex problems. It helps learners to deal with cultural variety of languages and codes so that mutual understanding can be achieved.<sup>11</sup>*

The **European Commission** refers to **citizenship education** as:

*The aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live.<sup>12</sup>*

Youth organisations have not been idle in this debate and also have developed its own understanding of the concept. For instance, the **European Youth Forum** understands **citizenship education** as a:

*Dynamic lifelong and life-wide learning process that equips young people with the competences that enable them to make sound decisions and assume responsibility for their own lives within a democratic society. It empowers them to exercise and defend their democratic rights and to take up their responsibilities as active citizens, while engaging in constructive social relations and contributing to building peaceful, inclusive and open-minded societies.<sup>13</sup>*

Although these different approaches reflect the views, the practices, and political opinions of these organisations, including those of the European Youth Forum, there are core elements that are common to all of them, including a deep respect for the values enshrined in Article 26 of the United Nations (UN) Universal Declaration of Human Rights:

*Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

<sup>10</sup> Council of Europe, Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education – Committee of Ministers Recommendation CM/Rec (2010)7, 2010.

<sup>11</sup> This definition was elaborated by experts at the Maastricht Congress on Global Education in 2002.

<sup>12</sup> North-South Centre of the Council of Europe, Global Education Guidelines: a handbook for Educators to Understand and Implement Global Education, 2010.

<sup>13</sup> European Commission, Citizenship Education in Europe – Eurydice Report, 2012.

<sup>14</sup> European Youth Forum, Policy Paper on Citizenship Education, 2013.

We will explore the commonalities between all these different traditions and interpretations in the next part.

## Key Concepts

As presented above, the different approaches to and understandings of citizenship education have led to diverse terminologies. Although sometimes used to put focus on different areas or specific dimensions of citizenship education (e.g. democratic, global), these terms are often used as synonyms, or even interchangeably.<sup>14</sup> This is due to the fact that there are core concepts that are common to all of these definitions: **citizenship, participation, democracy, and human rights.**

Thus, in order to understand what citizenship education is, it is important to analyse what these concepts are, what they entail, how they interact with each other and why they are essential to the various conceptualisations of citizenship education.



### CITIZENSHIP

From its modern inception in the French and American Revolutions, the different ideas about citizenship and what it entails have been a source of constant debate in our societies, mostly due to its many interpretations across history and across different countries.

Thus, being a *citoyen* in France, a *Staatsbürger* in Germany, a *πολίτης* (Politis) in Greece or a *Obywatel* in Poland refer to the same general concept, but also convey the particularities of the historical, political, economic and social context of their communities and of the individuals that contributed to the concept's emergence.

Therefore, what do we actually talk about when we talk about citizenship in citizenship education? According to Habermas, “for a long time, (...) citizenship (...) only meant, in the language of the law, political membership.”<sup>15</sup> Citizenship was then only a way for a state to assign a determined individual to a particular political community and also help outline the territorial and social limits of a state. In Europe, in medieval times, this often meant having the right to live in a particular city and rights and duties of citizens varied accordingly to local custom and social class.<sup>16</sup>

Gradually, the notion of citizenship expanded, first by growing from a local concept to a national institution, then by granting to all citizens access to universal *civil* rights – the right to property, freedom of thought, the right to personal liberty, the right to justice and a fair trial. Thorough the 19<sup>th</sup> century, we saw the expansion of *political* rights – the right to vote, the right to run for office, the right of political assembly – from a preserve of a privileged economic class to the general population (including women by the 20<sup>th</sup> century).<sup>17</sup> Finally, in the 20<sup>th</sup> century, the notion of social rights – the right to education, the right

to work, the right to health – was entrenched in contemporary conceptualisations of citizenship.<sup>18</sup>

This transition from civil to political, and to a more social conception of citizenship was not a straightforward process, and also varied greatly from country to country. As Frazer and Gordon note, the development of modern conceptions of citizenship as a set of unconditional legal, political and social rights and duties legally recognised within a nation-state and that grants to the citizen full membership of that society was arduous and often contested.<sup>19</sup>

“Civic-mindedness involves (...) a feeling of belonging to and identification with the community; (...) a sense of civic duty, a willingness to contribute actively to community life, a willingness to participate in decisions concerning the affairs, concerns and common good of the community, and a willingness to engage in dialogue with other members of the community regardless of their cultural affiliations”

Council of Europe,  
Competence Framework for the Exercise  
of Democratic Citizenship

As the Council of Europe and the European Commission put it, citizenship is the outcome of a “permanent interaction and negotiation between the personal needs, interests, values, beliefs,

<sup>14</sup> Nilsson, Ida, *Constructing Global Citizenship Education: an analysis of OECD discourse on global competence*, Lund University, 2016,

<sup>15</sup> Habermas J, *Citizenship and National Identity* in Van Steenberg B (ed), *The Condition of Citizenship*, 1994, P. 24

<sup>16</sup> Marshall T.H, *Citizenship and Social Class and Other Essays*, 1950, P. 12

<sup>17</sup> Marshall T.H, *Citizenship and Social Class and Other Essays*, 1950, P. 20

<sup>18</sup> Van Steenberg B (ed), *The Condition of Citizenship*, 1994, P. 2

<sup>19</sup> Frazer N and Gordon L, *Civil Citizenship vs Social Citizenship* in Van Steenberg B (ed), *The Condition of Citizenship*, 1994, pp 13

<sup>20</sup> Council of Europe and European Commission, T-Kit 7 – Under Construction –Citizenship, Youth and Europe, 2003, pp.31

<sup>21</sup> UNESCO, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century*, 2014

<sup>22</sup> Council of Europe, *Competence Framework for the Exercise of Democratic Citizenship, Draft Resolution AS/CULT (2015)50*, 2015.

attitudes and behaviours of each citizen and the communities in which they participate.<sup>20</sup> It is in this dialogue between individuals and societies that the essence of citizenship is defined and defended, and also where the sense of belonging<sup>21</sup> to a community and of “civic-mindedness”,<sup>22</sup> which is essential to democratic societies, is created.

The boundaries of citizenship are therefore not permanently defined and change overtime, growing and diminishing according to the outcomes of this dialogue. The emergence of new concepts of citizenship, such as ecological citizenship — which challenges the notion that only human beings can be citizens<sup>23</sup> — or cultural citizenship — claiming that a citizen should have the right to fully participate in the national culture<sup>24</sup> — are a testament to this ever-changing and dynamic nature of the concept of citizenship.

Nonetheless, the question of who was allowed and not allowed to take part in this dialogue remains crucial. Until very recently, this dialogue only occurred within the boundaries of the nation-state. Habermas argues that, while the concept of citizenship was never conceptually tied to national identity, the historical circumstances of the emergence of the European nation-states and of their democratic systems in the 19<sup>th</sup>/20<sup>th</sup> century created a strong functional link between nationhood and citizenship.<sup>25</sup> This limited the access to democratic processes to national citizens only, thus excluding minorities and foreign nationals from being able to exercise their rights as members of society and being involved in the decision making processes of their communities.

Nowadays, this strong connection between citizenship and national identity is challenged by the rapid changes that have taken place over the last 30 years across the world. Vast economic and social changes, greater mobility, migration, increased cultural diversity and globalisation, new media and constant access to a wide range of diverse and unfiltered information, are but a few of the factors that influence a (young) person’s contemporary relationship with citizenship and society and contribute to the emergence of new dimensions of citizenship — notably the concept of **global citizenship**.<sup>26</sup>

The concept of global citizenship situates the notion of citizenship within a broader geographical location than the nation state. It brings up the question of the relationship of citizenship to territory and nationality, moving the boundaries of citizenship beyond the nation state. It aims to establish a relationship between the individual and the global community, as interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings.<sup>27</sup>

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“The refugee, that characteristic social figure of our time is the victim of intolerant homogeneity, and is therefore the greatest and saddest expression of the need for real citizenship”

Ralf Dahrendorf,  
*The Changing Quality of Citizenship*

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The legal notion of the citizen with rights and responsibilities within a particular nation state is thus challenged by the less formal and more cosmopolitan sense of belonging and of global mindedness, identifying with a global community, a common humanity and sense of solidarity across the planet.<sup>28</sup> It is reflected in a person’s concern for others in all parts of the world, and feelings of moral responsibility to try to improve their conditions irrespective of distance and cultural differences. Nonetheless, this notion of the global citizen has not yet progressed to uphold the same legal status as the national citizen and, in many countries, national identity still supersedes this idea of being part of a global community of fellow human beings.

This new dimension of global citizenship similarly challenges the conceptualisation of the citizen already established by academia.<sup>29</sup> As Falk states, “traditional citizenship operates spatially, global citizenship operates temporally, reaching out to a future to-be-created”.<sup>30</sup> As we will see further on, the notion of European citizenship shares many of the elements and issues raised by this concept of global citizenship.

The emergence of more multicultural and diverse societies also calls for a different approach to education, one that equips citizens with the necessary tools and with the intercultural competence that they need to participate in intercultural dialogue, interaction and exchanges with fellow citizens.<sup>31</sup> As Dahrendorf puts it, “the true test of strength of citizenship rights is heterogeneity”,<sup>32</sup> and quality citizenship education will have a crucial role to play in achieving this goal.

As will see in the next chapter, youth organisations, through their daily practice with their members and other young people, have developed many educational tools that can provide young people with the capacities to live in multicultural and dynamic societies and help them achieve a balance between the different notions of citizenship that have emerged in recent years.

<sup>23</sup> Van Steenbergen B, Towards a Global Ecological Citizen in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, P. 143

<sup>24</sup> Turner, S Post Modern Culture/Modern Citizens in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, P. 159

<sup>25</sup> Habermas J, *Citizenship and National Identity* in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, P. 23

<sup>26</sup> Van Steenbergen B, *The Condition of Citizenship: An Introduction* in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, P. 3

<sup>27</sup> European Youth Forum *Policy Paper on Citizenship Education*, 2013.

<sup>28</sup> Hoskins, B., Towards the development of an international module for assessing learning in Global Citizenship Education (GCE) and Education for Sustainable Development (ESD): A critical review of current measurement strategies, 2009.

<sup>29</sup> Notably the Liberal the Republican and the Communitarian views on citizenship. For a more detailed description of these three concepts, consult Habermas J, *Citizenship and National Identity* in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, and Dahrendorf R, *The Changing Quality of Citizenship* in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994.

<sup>30</sup> Falk, R, *The Making of Global Citizenship* in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, P. 139

<sup>31</sup> Barrett, M and Zani, B (ed), “Political and Civic Engagement – Multidisciplinary Perspectives”, 2015.

<sup>32</sup> Dahrendorf R, *The Changing Quality of Citizenship* in Van Steenbergen B (ed), *The Condition of Citizenship*, 1994, P. 17



## PARTICIPATION

Similarly to citizenship, participation is a multi-dimensional concept that can be understood in many different ways. In this publication's understanding, it is also closely related to the concept of active citizenship.

**“Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society”**

*Council of Europe,  
Revised Charter on Youth Participation  
in Local and Regional Life*

The notion of **active citizenship** encompasses an even broader approach to participation. It refers to the fact that having the right to participate in different communities does not necessarily imply doing so in practice. Citizenship is thus also seen as a role, which demands active input. In addition to the traditional forms of participating in elections or standing for political office, the broader notion of active citizenship also includes different ways of non-conventional political participation, civic participation and psychological engagement. Some of these new mechanisms for participation are facilitated by youth organisations. Young people, for instance, who are active, work, or are engaged in activities on behalf of participatory youth organisations have access to and are often involved in democratic decision-making processes.<sup>36</sup> This is also due to the fact that youth organisations are themselves participatory spaces created by young people and for young people, allowing them to participate in the lives of their societies in their own terms.

The **right to participate** is enshrined in many international and human rights treaties. The Universal Declaration of Human Rights provides for the right to participate in government and free elections, the right to participate in the cultural life of the community, the right to peaceful assembly and association, and the right to join trade unions. Participation is also one of the guiding principles of the Convention on the Rights of the Child (1989). Article 12 of the Convention on the Rights of the Child states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard. This includes the family and school sphere, as well as the community/society at large.

This provides youth organisations with a certain kind of legitimacy and recognition that some other forms of participation (conventional or not) sometimes lack in the eyes of young people. As we will see in the next chapter, youth organisations are also innovative spaces, creating new ways of participation and of engaging young people in the democratic process. Thus, the notion of active citizenship highlights the importance of associative life in the balance of democracy, which then depends on citizens' active participation to function.

As the United Nations General Assembly<sup>33</sup> distinguishes, participation can be divided into the following areas: political participation, social participation, economic participation, and cultural participation. **Political participation** is particularly relevant in this context; scholars often refer to it as the role that people play in the “formulation, enactment, and implementation of public policies”.<sup>34</sup> Importantly, this conception of participation stretches far beyond traditional, formal methods of input through elections — it incorporates several forms of political action ‘from the outside’ of institutional structures, such as demonstrations, boycotts, campaigns, protests, advocating towards politicians through petitions and other similar activities.

<sup>33</sup> The United Nations Youth Agenda: empowering youth for development and peace 2006 in Council of Europe, Have your say! – Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life, 2008.

<sup>34</sup> European Youth Forum, Dezelan, T., Young People and Democratic Life in Europe: What Happens after the 2014 European Elections?, 2015 p.26

<sup>35</sup> For a list of these other ways of participation, see Barrett, M and Zani, B (ed), “Political and Civic Engagement – Multidisciplinary Perspectives”, 2015 pp 5–6

<sup>36</sup> European Youth Forum, Policy Paper on Citizenship Education, 2013



## DEMOCRACY

According to the UNESCO, “democracy is a form of government in which participation by the people (demos) is necessary”. As a political system, democracy provides for: the separation of the legislative, executive and judiciary powers; free elections; pluralism of political parties; and acceptance by the state of the general principles of law and human rights as defined by the international community. However, as stated above by the Secretary-General of the Council of Europe, democracy only exists through the actions and behaviour of its citizens. It is therefore a matter of practice. Or, as Federico Mayor, a former Director-General of UNESCO noted: “Though based on values that can be transmitted, it is essentially a way of acting. It is by putting it into effect that we justify it; it is by making use of it that we give it legitimacy”.<sup>38</sup>

brings us to the relationship between democracy and human rights: if only certain groups are participating, then what impact does this have on the “others” access to their rights?

As we will see in the next chapter, youth organisations involved in our survey are conscious of this problem and are actively engaged in involving young people from the most diverse backgrounds into their activities and advocating for the rights of those who are not represented in the conventional institutions of democracy. Many youth organisations have developed methods and tools to allow them to be as inclusive as possible at all levels of their daily work; tools that could be useful for other organisations to use, even formal institutions, in order to become more inclusive as well. Youth organisations are moreover, also one of the means by which marginalised and disenfranchised young people are able to make their voices heard in the public space, by organising and building the capacity of their members to advocate for their rights.

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**“Democracy is, of course, built on institutions and laws, but it lives through the actions and behaviour of its citizens. Democratic culture must therefore be taught and fostered too”**

*Thorbjørn Jagland,  
Secretary General of the Council of Europe*

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If the interpretation of democracy is to be ruled by the people, then the question of who participates in political decisions becomes the nature of democracy itself. In a situation where few take part or certain groups are excluded from decisions, there is little democracy. From this perspective, higher levels of participation directly relate to higher levels of democracy.<sup>39</sup> While it is necessary for citizens to acquire a range of competences in order to participate effectively in a culture of democracy, these competences are not sufficient for such participation to occur because democratic participation also requires appropriate institutional structures. In other words, both competences and democratic institutions are essential to sustain a culture of democracy.<sup>40</sup>

Furthermore, the democratic participation of all citizens within society requires measures to tackle social inequalities and structural disadvantages. As Barrett points out: “In the absence of such measures, the members of disadvantaged groups will be marginalised in democratic processes”.<sup>41</sup> This causality also

<sup>37</sup> UNESCO, *Global citizenship education: preparing learners for the challenges of the twenty-first century*, 2014

<sup>38</sup> UNESCO, Meyer-Bisch, P.(ed), *A culture of democracy: a challenge for schools*, 1995.

<sup>39</sup> European Youth Forum, Dezelan, T., *Young People and Democratic Life in Europe: What Happens after the 2014 European Elections?*, 2015 p.26

<sup>40</sup> Council of Europe, Barrett, M, *Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies*, 2016.

<sup>41</sup> Ibid.



## HUMAN RIGHTS

As defined and guaranteed by international human rights law, human rights are inherent to all human beings, whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are thus all equally entitled to our human rights without discrimination. This principle, as first emphasised in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights for example, noted that “all human rights are universal, indivisible and interdependent and interrelated” (Article 5, Vienna Declaration and Programme of Action) and that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

The Council of Europe identifies two key values that lie at the core of the idea of human rights: **human dignity and equality**. Human rights are therefore understood as defining “those basic standards which are necessary for a life of dignity; and their universality is derived from the fact that in this respect, at least, all humans are equal”.<sup>42</sup>

The link between human rights and participation becomes evident when considering that, “without the full spectrum of human rights, participation is difficult if not impossible to access”.<sup>43</sup> The interdependent and interrelated nature of human rights, as stated in Article 5 of the Vienna Declaration, shows that the limited access to one or more of our rights (whether the right to education, health, freedom of speech and so on) will inevitably impact our ability to fully participate in the life of the communities we are part of. Needless to say, without participation, our access to many human rights is restricted, as it is through participation that we can advocate and defend our rights and those of others, thus contributing to building a society based on human dignity and equality.

This brings us back, in fact, to the different understandings of citizenship: in terms of global citizenship, which relates to an individual’s sense of belonging to the larger global community, and the national understanding of citizenship, which focuses on the nation state and territory. As mentioned before, citizenship can either be an emancipatory tool guaranteeing to citizens access to fundamental civil, political and social rights or it can be “a powerful instrument of social closure”.<sup>44</sup> It allows states to draw a line that separates its residents into different categories (national, third-country national, non-

EU foreign national, irregular migrant, etc.) and create internal boundaries that separate citizens from other residents, by associating certain rights and privileges with national citizenship.<sup>45</sup>

This creates a paradox, as while human rights include the right of participation of “the people”, a national understanding of citizenship gives each state the ability to determine who is included in this concept of “the people”, also implying at least an implicit understanding of who is excluded.<sup>46</sup> Apart from the case of refugees and asylum seekers, whose rights are protected by the Geneva Conventions, this means that people who are not legally recognised as national citizens of their country of residence could potentially see their access to some fundamental rights, such as the right to education, employment or to health care, restricted.

This is particularly true in the case of undocumented immigrants and stateless people:<sup>47</sup> their status, according to the aforementioned concept of citizenship linked to legal nationality, effectively prevents them from fully accessing and advocating for their human rights in the countries in which they reside. Even people whose formal citizenship is recognised by the state can see access to their rights restricted. This can be the result of multiple different factors but, for minority groups, it is often the result of continuing patterns of discrimination within societies.

The notion of human rights is core to the work of the European Youth Forum and many of its member organisations. All of the European Youth Forum youth policy activity is grounded on a rights-based approach (RBA) that “integrates the norms, standards and principles of the international human rights system into the development, implementation and evaluation of youth policy”.<sup>48</sup> The RBA not only recognises the values of non-discrimination, equality and participation, but also of transparency and accountability. The latter elements also apply to the European Youth Forum and its members’ ways of working, and the educational and political environment they promotes through their activities.

As a youth organisation, the European Youth Forum also focuses on promoting the rights of young people — or youth rights — in particular. Youth rights refer to the full enjoyment of fundamental rights and freedoms by young people. Recognising that young people face specific barriers and obstacles in accessing their rights during the transition from childhood to

<sup>42</sup> Council of Europe, *Compass – Manual for Human Rights Education with Young people, 2012 and 2014*.

<sup>43</sup> *Ibid.*

<sup>44</sup> R.Brubaker (1992), *Citizenship and Nationhood in France and Germany*, Harvard University Press, USA quoted in Howard, M. M (2009), *The politics of Citizenship in Europe*, Cambridge University Press, United Kingdom, p. 3

<sup>45</sup> *Ibid.* p. 17

<sup>46</sup> *Ibid.*

<sup>47</sup> Accordingly to the UNCHR, stateless people are persons “a person who is not considered as a national by any State under the operation of its law”. Often the result of the break-up of countries, stateless people may also include displaced persons, expelled migrants, and those whose birth has not been registered with the authorities. According to the UNHCR, there are currently around 10 million stateless people in world.

<sup>48</sup> European Youth Forum, *A European Youth Forum definition of rights based approach, August 2014*.

adulthood, i.e. by virtue of being young, the Youth Forum advocates for the establishment of legal tools and mechanisms which establish and recognise youth rights, enabling young people to fully realise their rights. Among these rights, there is naturally the right to quality (citizenship) education as an inalienable human right, and that access to education should be open and free to all. Youth organisations, as education providers, also have a major and positive role in the defence of the right to education.



### **Citizenship education as a democratic, intercultural and global concept**

**“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”**

*Article 26 of the UN  
Universal Declaration of Human Rights*

As we will see in next chapter, many organisations have developed projects and tools to provide young people with access to their right to education, either by helping them go through the formal system or by providing them with non-formal education opportunities that recognise/complement their educational background.

As we have seen, the concepts of citizenship, participation, democracy, and human rights are all interconnected, and their existence is interdependent on one another. Citizenship education is the one common denominator that is vital for them all to work together and to create the democratic societies that we long for. Within this framework, the concept of global citizenship, with its challenge of the direct legal link between national citizenship and a concrete set of rights, as well as its intercultural dimension and global mindedness, is more adjusted to the conceptualisation of citizenship education that the European Youth Forum will introduce in this publication.

As a result, in our use of the term “citizenship education”, we implicitly embed these three dimensions of citizenship: democratic, global and intercultural. Hence, we will refrain from entering into terminological discussions on whether to call it “global citizenship education”, “intercultural education” or “education for democratic citizenship” – these are all embedded into our understanding on how citizenship education must be addressed. We will explore this as part of the analysis of youth organisations’ practice of citizenship education, presented in Chapter 2 of this publication.

### **Interconnections: citizenship education and other education fields**

In various approaches to citizenship education, a connection is established to other education fields, most prominently **human rights education, education for sustainable development, peace education and intercultural education.**

For instance, the Council of Europe approaches **education for democratic citizenship and human rights education** jointly, considering them “inter-related and mutually supportive”.<sup>49</sup> They differ in their focus and scope, with education for democratic citizenship being primarily focused on “democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people’s lives”.<sup>50</sup>

<sup>49</sup> Council of Europe, Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education – Committee of Ministers Recommendation CM/Rec (2010)7, 2010.

<sup>50</sup> Council of Europe, Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education – Committee of Ministers Recommendation CM/Rec (2010)7, 2010.



**Human rights education** aims to “empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms”. (Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, 2010)



**Education for sustainable development** empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity (UNESCO 2016 website)



**Intercultural education** refers to the process of acquiring knowledge, attitudes or behaviour that is connected with interaction of different cultures [...] It helps to explain how people with different backgrounds can live together peacefully. It defines both the competences needed as well as the process to be used to achieve that aim. It concerns learning about oneself to start with, about others and their differences, and finally, about what is cultural in each person (Council of Europe and European Commission, TKit 4 – Intercultural Learning, 2000)



**Peace education** is the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level» (UNICEF <sup>53</sup>)

UNESCO sees global citizenship education as an umbrella concept that is closely connected to other education fields, such as education for sustainable development, human rights education and peace education.

*“Global Citizenship Education applies a multifaceted approach employing concepts, methodologies and theories from related fields, including human rights education, peace education, education for sustainable development and education for international understanding. As such, it aims to advance their overlapping agendas, which share a common objective to foster a more just, peaceful and sustainable world.”* <sup>51</sup>

UNESCO points out “there are also overlapping and mutually reinforcing objectives, approaches and learning outcomes with these and other education programmes, such as **intercultural education** and health education”. <sup>52</sup>

UNICEF adopts the concept of “peace education” as an integral part of a comprehensive approach to fulfilling the right to quality education for all children. The aim of peace-minded quality education is to empower children and young people to participate in bringing about constructive change, both locally and globally.

Although definitions may vary and the scope might be different, there are general shared aims and methodologies among the different education fields mentioned above. They share the understanding of the mission of education being to equip young people with key competences for life to actively participate in the positive transformation at both local and global level. These different concepts can therefore be seen as inter-related and mutually reinforcing, ultimately contributing to the right to quality education. The objectives of, and the pedagogical approach to, citizenship education, from a youth organisation’s perspective (including those of the related fields), are further developed in subsequent chapters.

It is also important to make a reference to the wide range of competence frameworks that have been formulated in the past by national governments and ministries, academic researchers as well as non-governmental youth organisations and international organisations active in the field of education as a support to the implementation of citizenship education.<sup>54</sup> These frameworks list the competences that learners are expected to gain as a result of participating in citizenship education and related educational programmes, such as human rights education, intercultural learning, education for sustainable development, global education, etc. While a critical analysis of these competence frameworks are beyond the aims of this publication, we thought it would be important to mention them in this publication.

<sup>51</sup> UNESCO, *Global citizenship education: preparing learners for the challenges of the twenty-first century*, 2014, p.40

<sup>52</sup> *ibid.*

<sup>53</sup> UNICEF, *Focus – Peace Education*, website accessed on 28 May, available at [http://www.unicef.org/education/focus\\_peace\\_education.html](http://www.unicef.org/education/focus_peace_education.html)

<sup>54</sup> See the Annex of this publication for references on citizenship education from youth organisations and other non-governmental organisations, academia, and international organisations

# 1.2.— *The european dimension of citizenship education: conceptual approach and policy framework*

## **European citizenship – a utopian ideal?**

When considering citizenship in a European context, we soon encounter the long-standing debate on the value of European citizenship and its relation to the existence of – or lack of – a clear European identity. Although the notion of EU citizenship was introduced in the Maastricht Treaty of 1992, it is often argued that the European Union lacks a real “demos” and the capacity to transform the strictly legal notion of EU citizenship into a true European citizenship.

<sup>55</sup> Habermas J, *Citizenship and National Identity* in Van Steenberg B (ed), *The Condition of Citizenship*, 1994, p 29

<sup>56</sup> *Ibid*, p 27

<sup>57</sup> Biesta, G, *Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship*, 2011, p.33

<sup>58</sup> Priestley J and Garcia N P, *Ten Lessons from the 2014 European presidential election*, article published June 9 2015, available at <http://europesworld.org/2015/06/09/ten-lessons-2014-european-presidential-election/#.V3zDmJN95Kg>

<sup>59</sup> Lipsius, M R, “Die Europäische Gemeinschaft”, 1990 quoted in Habermas J, *Citizenship and National Identity* in Van Steenberg B (ed), *The Condition of Citizenship*, 1994, p. 30

<sup>60</sup> Risse, T., “No demos? Identities and Public Spheres in the Euro crisis”, in *Journal of Common Market Studies*, 52 (6), 2014, p. 1207

<sup>61</sup> Smith A. and Robinson A., *Education For Mutual Understanding – Perceptions and Policy*, 1992.

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**“Citizenship of the Union is hereby established. Every person holding the nationality of a Member State shall be a citizen of the Union. Citizens of the Union shall enjoy the rights conferred by this Treaty and shall be subject to the duties imposed thereby”**

*Article 8  
of the Treaty on European Union*

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As mentioned before, the concept of European citizenship shares many of the characteristics and issues of the concept of global citizenship, as it also attempts to bring the concept of citizenship beyond the traditional borders of the nation state. By challenging the link between citizenship and national identity moreover, the concept of European citizenship brings an even greater question to the discussion: is it possible to foster collective political action and to create a sense of civic-mindedness (essential for any modern democratic polities) at a supra-national level?

While Habermas argues that the case of Switzerland and of the United States of America show that “a political culture (...) by no means has to be based on all citizens sharing the

same language or the same ethnic and cultural origins”,<sup>55</sup> he also mentions that “democratic processes have hitherto only functioned within national borders.”<sup>56</sup> Indeed, in Europe, the nation state remains the primary political space in which citizens can exert direct influence by participating in a variety of democratic processes at the local, regional and national levels.<sup>57</sup> In fact, until now, for many EU citizens the impact of the EU – both positive and negative – is felt most acutely in the economic domain, such as with the single currency, employment or economic legislation. The European political sphere and the European Union, on the other hand, remain more abstract and distant, and only directly experienced by a rather small sphere of European bureaucrats, government officials and civil society and private sector organisations that regularly work in Brussels, Strasbourg and other EU-related cities.

While there are efforts to bring the EU institutions closer to the common citizen – as attested by the effort of making the 2014 European Commission Presidential election more akin to that of national elections but at a pan-European level<sup>58</sup> – the gap between them is still huge. As summed up by M.R Lipsius statement, “there is no European public opinion”<sup>59</sup> and, without that on-going debate, it is very hard to create that sense of belonging to a wider community of EU citizens.

As stated above, some authors argue that the EU lacks the social and cultural prerequisites underlying a genuine democratic polity.<sup>60</sup> In this sense, EU citizenship has a “weak affective dimension”<sup>61</sup> when compared to the national identities firmly embedded in nation-states. Indeed, while the French, the Germans, the Polish or the Greeks have a language and culture, a historiography and a defined territory to relate to and to teach in school curricula, the idea of Europe and of what is to be European is, in comparison, much more fragmentary and open to debate.

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“The European idea] is not born of a primitive instinct, but rather of perception; it is not the product of spontaneous fervour, but the slow-ripened fruit of a more elevated way of thinking”

Stefan Zweig

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Being European is not bound by a predetermined geographical or political space, nor is it rooted in a particular cultural, linguistic and religious tradition, since this is not compatible with the great diversity that characterises Europe and those who live in it.<sup>62</sup> Being European moreover, also does not only mean being an EU citizen, as doing so would exclude the citizens of non-EU countries, such as Switzerland, Norway, Russia or Turkey from their historical, political and cultural role in shaping Europe as we know it today. As Stephan Zweig puts it, the European idea “is not born of a primitive instinct, but rather of perception; it is not the product of spontaneous fervour, but the slow-ripened fruit of a more elevated way of thinking.” Being European thus means being part of a reflective community, of a community aware of its history, of its responsibility and of the values that it represents and should uphold – the values of human rights and dignity, democracy, social cohesion, equality of opportunity, equality before the law and respect of nature.<sup>63</sup>

This is, of course, not the only interpretation of what it means to be European. However, if EU citizenship is to move beyond its current narrow, legal conception, and to build upon and develop the idea of what is to be European across Europe, then our approach to citizenship education requires a clear European dimension. This can help build a richer, more political conception of EU citizenship, which will be crucial if the EU wishes to increase engagement and ‘buy-in’ from citizens, as well as wider support for the EU as a social and political – and not just economic – union.

### **Key policy processes**

Institutionally, the EU’s approach to citizenship education has primarily focused on increased information and campaigns about what the European institutions do, in addition to monitoring and mapping of current national practices. With regard to developing a sense of shared European

identity, the primary methods have been through public information and exchange programmes.

As part of the EU’s Lifelong Learning Programme (2007–2013), for instance, the Comenius programme sought to “develop knowledge and understanding among young people and educational staff of the diversity of European cultures, languages and values”, and to help “young people acquire the basic life skills and competences necessary for their personal development, for future employment and for active citizenship”.<sup>64</sup>

The 2015 Paris Declaration on “Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education” marked a new step forward for the EU in terms of citizenship education, calling for “inclusive education for all children and young people, which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality.”<sup>65</sup>

However, as mentioned before, scholars have questioned whether cultural and international understandings alone are sufficient factors in developing a shared European identity.<sup>66</sup> Similarly, EU information programmes have been marginally effective at best and frequently lack the trust of the public.<sup>67</sup> It is clear that further efforts are required to take substantive steps towards a deeper sense of European citizenship.

The Council of Europe supports the promotion of human rights, democracy and the rule of law through education in its 47 member states. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education provides a common framework for action and a broad range of cooperation activities aim to promote dialogue, and cooperation among and within the countries in this area. In order to evaluate the latest achievements and current challenges in the area of citizenship and human rights education, and with a view to support the promotion of the values of human rights, democracy and the rule of law through education, the Council of Europe is currently preparing a report on the State of Citizenship and Human Rights Education in Europe, in close cooperation with the States Party to the European Cultural Convention and with other relevant partners, notably youth organisations.

The conclusions of the report will be discussed in 2017 at a Conference on the State of Citizenship and Human Rights Education in Europe.<sup>68</sup> This review process aims to encourage and support further progress in this area, through peer-to-peer learning and on-going dialogue among the key actors.

<sup>62</sup> Zweig S, Messages from a Lost World – Europe on the Brink, 2016.

<sup>63</sup> Lauritzen P, Some Comments and Working Definitions, 2000 in Ohana Y and Rothermund A (ed) Eggs in a Pan – Speeches, Writings and Reflections by Peter Lauritzen, 2008, p. 232

<sup>64</sup> European Commission, EACEA, Lifelong Learning Programme – Comenius Programme, website accessed April 2016, available at: [http://eacea.ec.europa.eu/llp/comenius/comenius\\_en.php](http://eacea.ec.europa.eu/llp/comenius/comenius_en.php)

<sup>65</sup> European Union, Informal Meeting of European Union Education Ministers, Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education, 2015.

<sup>66</sup> European Commission, Holford J and Van der Veen, R, Lifelong learning, governance and active citizenship in Europe: Analysis of adult learning and design of formal, non-formal and informal educational intervention strategies – Final report of the ETGACE research project, 2003.

<sup>67</sup> Ibid.

<sup>68</sup> Authors note: this is at the time of writing, a working title so the final name of the document might change.

## **The politics of European citizenship education**

As McCann & Finn (2006) note, a sense of European identity and citizenship can be identified across curricula in Europe, but the pattern is scattered: citizenship education varies in different states according to national contexts and priorities.<sup>69</sup> A common focus on European citizenship education and identity is not present.

This scattered approach is a result of the politics behind citizenship education, as compulsory education has largely remained closely tied to varying national priorities in each state. Due to the principle of subsidiarity and the reluctance of Member States to cede sovereignty in what they see as a key policy area, education in the EU remains a national concern.<sup>70</sup> Given that certain Member States regularly reject proposals for a more committed European approach in this area — and will most likely continue to do so for the foreseeable future — it is vital to look for alternative approaches to citizenship education in Europe beyond influencing school curricula.

Within the EU institutions, there is evidence of a degree of political willingness to consider such approaches. The revised Erasmus+ programme (2014–2020) offers financial support for strategic partnerships in the field of youth that focus on “promoting empowerment, participation and the active citizenship of young people, through projects that aim to: 1) broaden and deepen political and social participation of young people at local, regional, national, European or global level; 2) enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives.”<sup>71</sup> This is a positive step, but raises questions as to the kinds of strategic partnerships that can be seen as genuine by young people, and that can fuel a healthy, critical approach to EU citizenship balanced by a degree of trust in, and ownership of, ‘Europe’ as a continent and a political, democratic project worth fighting for.

This critical approach is crucial. Citizenship education should be seen as a key means of equipping young people with the skills and knowledge necessary to take part in political, economic and social life effectively — not simply as a narrow set of instructions or information on politics as a formal activity. In other words, the distinction between politics and education — with politics the province of opposing political parties and education a separate means of instilling knowledge — should be reduced; with citizenship education incorporating both knowledge-based political literacy and the broader critical

competences needed to evaluate contemporary Europe’s biggest issues. This critical approach is particularly important given the current period of intense self-reflection in Europe, in light of slow, wholly inadequate responses to economic crises, the critical situation of refugees in Europe and, particularly, after the United Kingdom voted to exit the EU.

## **The role of youth organisations**

Looking beyond formal education systems, youth organisations have a key role to play in pursuing European citizenship education and developing the competences of young people. Through the creation of transnational networks, both formal and informal, youth organisations have expressed their demands at the European level since the second half of the 20<sup>th</sup> Century. In doing so, they contributed in a way to the bringing about of what Pia and Lister refer to as “innovative practices of European citizenship”. This evolution manifests itself in the multiple interactions among national institutions, supranational institutions, NGOs, and social movements in an effort to redefine political structures and to negotiate new sites of identification through common political involvement.<sup>72</sup> This practice stimulates recognition for cultural diversity and acceptance of pluralism as the basis for the building of a political Europe. The future development of European citizenship is intertwined with the development of such networks of participation,<sup>73</sup> as well as the recognition that the citizenship education with the strongest impact is not citizenship education as part of a formal curriculum (as a separate subject, topic in several subject or cross-curricular content), but rather the one that is interwoven in the school culture and practice itself. A stronger partnership between the non-formal and the formal sector and the adoption of non-formal methodologies in schools and other formal education spaces could be a force for the change in school culture that quality citizenship education requires, but without disregarding the space and relevance of other kinds of extra-mural education.

<sup>69</sup> For more information on the different programmes at a national level, consult European Commission, *Citizenship Education in Europe – Eurydice Report*, 2012.

<sup>70</sup> Biesta, G, *Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship*, 2011. p.33

<sup>71</sup> European Commission, *Erasmus+ Programme Guide*, 2014. p. 109

<sup>72</sup> Lister, M. and Pia, E., *Citizenship in Contemporary Europe*, 2008, p. 194

<sup>73</sup> Ibid.

<sup>74</sup> Ibid.

### **European citizenship, towards what (common) values?**

<sup>75</sup> McLaughlin T. and Juceviciene P., Education, democracy and the formation of national Identity in Bridges, D (ed), Education, Autonomy, and Democratic Citizenship: Philosophy in a Changing World, 1997 p.24

<sup>76</sup> Lister, M. and Pia, E., Citizenship in Contemporary Europe, 2008, p. 163

<sup>77</sup> Williamson, A., and Sande, M., From Arrogance to Intimacy: a Handbook for Active Democracies, 2014. p. 32

If education in any form is inherently value-laden, as McLaughlin and Juceviciene (1997) note, the question that remains is: which values should be invoked?<sup>75</sup> While a partnership between formal and non-formal education providers, such as youth organisations, can bring together the right competences, approaches and settings that are needed for effective citizenship education, what are the common objectives and values that should underline this process?

First of all, it is important to stress that a participatory and learner-centred methodology is determinant as a pre-condition to achieve active and critical citizenship. It is therefore important to understand the underlying logic of the methodologies used while teaching citizenship education, whether it aims at replicating the status quo of the current society (reflective form) or if it aims at promoting change and progress of the current society (transformative form). Furthermore, Lister & Pia argue that drawing upon common values “moulded under pre-democratic conditions”<sup>76</sup> is problematic because it is exclusive, discriminatory and rigid. In this sense, the values inherent in European citizenship education should

not be based on pre-established principles that are taught and imposed on young people. The common objective should be for young people — as a generation of active citizens, rather than just young individuals — to have the necessary confidence, competences and attitudes to question pre-supposed systems and values and collectively define what is to be European.

Within European political structures, efforts can be made to move away from traditional, hierarchal democratic models towards more open, accessible and co-creational systems that are responsive to a critical, empowered generation of young people.<sup>77</sup> Some efforts have already been made at the European level: in the Council of Europe, young people co-manage the organisation’s youth sector, with youth organisations co-deciding on its priorities, as well as making recommendations for future budgets and programmes. Similarly, the EU’s Structured Dialogue with young people is a forum for continuous joint reflection on the priorities, implementation, and follow-up of European cooperation in the youth field, involving regular consultations of young people and youth organisations at all levels in EU countries. Such participatory policy making structures need to be further strengthened however, and to be spread to and tried at other levels and areas of decision-making — not just youth policies.

## 1.3.— *Citizenship education as understood by the European Youth Forum*

Citizenship education is at the core of the work of youth organisations, and therefore a top priority of the European Youth Forum, which represents over 100 youth organisations across Europe active both at international, European, national and local level. Some are national youth councils and some are international non-governmental youth organisations (INGYO).

For a majority of Youth Forum members, education is at the core of the mission and actions of the organisation. As a result, they have developed expertise in providing learning opportunities to young people that empower them to take an active role in society. These are their contribution to citizenship education. In this section we present the conceptual framework on citizenship education developed by the European Youth Forum on the basis of the work of its members in this field.



### **The transformative role of citizenship education**

From the survey responses<sup>78</sup> the Youth Forum received concerning the aims and objectives of youth organisations' work around citizenship education, it has identified the following three dimensions:

- Citizenship education as a mechanism for civic and political engagement in democratic societies;
- Citizenship education as a stepping-stone towards global citizenship;
- Citizenship education as a space for intercultural learning and dialogue.

Though acknowledging the diversity of aims and objectives of youth organisations' citizenship education work, we can group them according to three core dimensions of citizenship: democratic, global and intercultural.

#### **! Citizenship education as a mechanism for civic and political engagement in democratic societies**

A vast majority of youth organisations base citizenship education primarily on the learning about participation in political and civic democratic life. Indeed, citizenship education is considered an essential factor in fostering a culture of active citizenship and democratic participation in Europe. This democratic dimension of citizenship education entails the development of competencies needed for individuals to exercise their rights, and carry out their duties in the context of the political and legal systems governing citizenship.

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**“Citizenship education is a precondition to democratic participation and active citizenship”**

*European Youth Forum<sup>79</sup>*

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A vast majority of youth organisations base citizenship education primarily on the learning about participation in political and civic democratic life. Indeed, citizenship education is considered an essential factor in fostering

<sup>78</sup> The survey can be consulted in the Annex.

<sup>79</sup> European Youth Forum, Policy Paper on Democracy in Youth Organisation, 2010

a culture of active citizenship and democratic participation in Europe. This democratic dimension of citizenship education entails the development of competencies needed for individuals to exercise their rights, and carry out their duties in the context of the political and legal systems governing citizenship.

Citizenship education is essential in breaking down the divide between democratic institutions, elected representatives, and political parties on the one hand and citizens on the other. The disenchantment with politics, mistrust towards political parties, and the complexity of democratic decision-making processes has created a democratic deficit, especially among young people. In response, as political structures have become older, young people are demanding and implementing more diverse forms of participation for themselves in multiple communities, threatening the legitimacy of traditional democratic structures.

In addition to developing knowledge and understanding of formal institutions and processes of civic life, such as voting in elections, citizenship education focuses on knowledge and understanding of and on opportunities for political participation and social engagement as a way to interact with and shape both their local communities (including schools) as well as wider society<sup>80</sup>. It fosters young people's critical assessment of political discussions that may arise within their communities, and develops the competences and confidence to have their voice heard, and effectively achieve change.

This approach enables youth organisations to move away from the traditional focus of citizenship education around the development of law-abiding patriotic citizens – professionally successful individuals who might also occasionally consider donating to charities – towards creating critically aware members of the community who are actively involved in striving to improve it. To sum up, as we see it, citizenship education is not only about improving the knowledge, but also (and primarily) about nurturing the motivation and offering the opportunities to participate in society as an active citizen.

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**“Citizenship education is about providing the youth enough power to be an actor of change in the society and to be heard”**

*Conseil de la Jeunesse Francophone de Belgique*

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### **! Citizenship education as a stepping-stone towards global citizenship**

As understood by youth organisations, citizenship education is built on the assumption that being citizens in a global world today implies being citizens in a local context, while being a citizen in a local context increasingly implies being a global citizen.<sup>81</sup> As a result, we understand citizenship education as a capacity-building and awareness-raising process about the implications of each individual's life in day-to-day decisions that connect the global with the local, and vice versa. It therefore aims to empower young people to fully take up their role as citizens of one world, by exploring and critically analysing their society.

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**“The aim citizenship education is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities”**

WOSM

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Drawing from this global dimension of citizenship education, youth organisations seek to develop young people's empathy, a sense of belonging to the global community, and responsibility towards other people and the environment. Through developing awareness of the interdependence between people's local realities and the global context in which these realities exist, citizenship education aims to nurture a sense of commitment to transforming the world for greater justice, solidarity, equality of opportunity and the genuine universality of human rights.

Looking at the links with policy, citizenship education can empower and engage young people to further the achievement of the Sustainable Development Goals starting from their local reality, as much as it can contribute to awareness raising and the development of global solidarity and understanding.

<sup>80</sup> Sherrod et al (Eds.) Handbook of Research on Civic Engagement in Youth, 2010

<sup>81</sup> European Youth Forum Policy Paper on Global Education, 2008

### **Citizenship education as a space for intercultural learning and dialogue**

Citizenship education addresses the ways in which social relations are established between individuals and groups. As a result, through their programmes youth organisations aim to support the learning about the construction of identity and the multiple identities and perceptions of the self and the other. They seek to develop social competencies such as empathy, respect and mutual support. While acknowledging and appreciating diversity, citizenship education is expected to foster common values among a group/community through opportunities to discover and to cooperate with other people.

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**“Citizenship Education is also a way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism”**

*EFIL – European Federation for Intercultural Learning*

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In addition, a good number of youth organisations’ programmes around citizenship education target social inequalities and disparities in people’s access to their rights; indeed, for some this is the “raison d’être” of the organisation. As a result, citizenship education by youth organisations works towards social inclusion, including the promotion of bringing together different groups in society (e.g. national minorities and ethnic groups), and raising awareness of social issues, working for equality of the sexes, etc.



## ***Inspiring!***

### **Citizenship education as a means of achieving gender equality**

The achievement of gender equality as a basis for social justice is dependent upon the development of educational approaches which support women and men to break-down any gender-biased patterns that discriminate against them or make them discriminate against others, and that give them, or remove from them, privileges, on no other basis than their gender. Citizenship Education represents one of the most effective means for the achievement of gender equality. Through this type of education women and men are enabled to reflect critically on their surroundings, and to stand up against injustices of which they become aware, or which they themselves experience. As such, citizenship education is both a way to develop understanding for other peoples’ experiences and to open one’s eyes to gender disparities not necessarily seen as a result of cultural, traditional, social or other factors. Furthermore, citizenship education – in its democratic dimension – is an effective empowerment tool for both young women to become outspoken and active, and for men to engage more actively in work towards gender equality (European Youth Forum, Policy Paper on Global Education, 2008).



### **A lifelong and life-wide learning experience**

The Youth Forum understands citizenship education under a lifelong and life-wide policy and practical framework. Indeed, a holistic approach to citizenship education demands the involvement of both formal and non-formal education providers, which complement each other in terms of the content and focus of their education programmes, as well as the pedagogical approach and the types of opportunities to experience participation.

Failing to cover the wide range of actors providing citizenship education today, we present below a short reference to the role of schools as formal education providers, as well as the example of youth organisations as key non-formal education providers promoting and facilitating citizenship education. A brief reference is made to other actors and spaces within non-formal and informal settings that contribute to (some of) the aims of citizenship education.

### ! Citizenship education as a stepping-stone towards global citizenship

Citizenship Education is widely present in the wide range of learning programmes provided in non-formal education (NFE) settings. This is the case in youth organisations, whose educational work is developed around a participatory process promoting active citizenship and broadening the horizons of young people.

Based on the principles and practices of NFE, youth organisations offer opportunities to foster active citizenship bringing young people of different backgrounds together to work, and learning from one another. They support young people as they develop the skills necessary to navigate in the complexity and diversity of contemporary society, allowing them to explore realities different from their own and helping them to identify a role to assume, as a way of contributing to social progress and further social development. The Youth Forum representing 100 youth organisations in Europe, we can argue that (most) youth organisations share the understanding of citizenship education as presented above: a transformative learning process addressing three dimensions of citizenship – democratic, global and intercultural.

The next chapter will present in detail the approach to and role of youth organisations in providing citizenship education to young people.

### ! Citizenship education in the school environment: overview of the state of play at European level

According to the 2012 Eurydice Report, citizenship education is part of school curricula of all countries evaluated in the report, either as a stand alone subject, as part of another subject or as a cross-curricular subject (or a combination of the three).<sup>82</sup> The length of time and the format in which citizenship education is taught varies from country to country but according to Eurydice, “the curricula reflect well the multi-dimensional nature of citizenship”, teaching not only “the theoretical knowledge that students should acquire but also (...) the skills to be mastered and attitudes and values to be developed”.<sup>83</sup> Student active participation inside and outside the school premises is also widely promoted and supported as well by some form of regulatory framework that allows the participation of young people in school governance.

However, the report also states that there is still work to be done in many countries at creating proper assessment tools for the quality of citizenship education taught in schools as well in training teachers in the required competences to teach citizenship.<sup>84</sup> The European Youth

Forum identified similar concerns in its Youth Up survey, stating that “many interviewed stakeholders expressed concern that, when implemented, citizenship education curricula was ill-designed and taught in educational environments that (...) promoted a democratic culture”.<sup>85</sup> Thus, while citizenship education is present in schools in Europe, there are still elements that need to be improved so that it can provide the “required political knowledge, competence and literacy (...) to enable the full and informed political participation of youth.”<sup>86</sup> However, its presence should also not be taken for granted, as the case of Spain recently proved, and further steps should be taken to avoid the politicisation of citizenship education in order to avoid detrimental effects on its implementation and impact.<sup>87</sup>

### ! Other non-formal and informal spaces for citizenship education

A wide range of actors, such as development organisations, trade unions and other civil society organisations, play a role in the provision of citizenship education, sometimes in cooperation with youth organisations.

While participation in traditional civil society organisations has dwindled over the years, they still play a fundamental role as citizenship education providers by granting to their members and to those they work with a space for socialisation, interaction and also for political and social action. The new social movements that have emerged in recent years – either offline (the *Indignados* movement in Spain, the *Nuit Debout* in Paris) or online (*Wikileaks*, *Anonymous*) – are also spaces of democratic political expression and experimentation, contributing to the political and social awareness of the young people who are involved in these movements, but also contributing to redefining what it means to be a citizen in the era of the internet, near-instant communication, and global social media.

Other experiments such as the International Association of Educating Cities and its Charter also contribute to the promotion of active citizenship and citizenship education at a local level, through the active involvement of local authorities and other local civil society organisations (including youth organisations) in projects championing the importance of education in their cities. This project also highlights the importance of the interaction between the different types of providers and the role of peer structures (such as the Network of Universities of Youth and Development of the North South Centre of the Council of Europe) in fostering their collaboration and in creating quality citizenship education opportunities for all young people.

<sup>82</sup> European Commission, *Citizenship Education in Europe – Eurydice Report*, 2012

<sup>83</sup> *ibid*, p 13

<sup>84</sup> *ibid*, p14

<sup>85</sup> European Youth Forum, Dezelan, T. , *Young People and Democratic Life in Europe: What Next after the 2014 European Elections?*, 2015, p. 6

<sup>86</sup> *ibid*

<sup>87</sup> *ibid*, p 68

<sup>88</sup> From European Youth Forum Policy Paper on Global Education, 2008

**Informal learning** also plays a key role in addressing the aims of citizenship education. People's experiences and interactions in day-to-day life can offer enriching learning opportunities. From a lifelong learning perspective, this process necessarily involves young people themselves. Young people should be owners of their own education and learning in all fields of education. Informal learning can only be driven by a young person's own interests. However, others hugely influence what that person is interested in through the provision of information, or by drawing attention to certain issues, for example. Therefore, many actors in society do have a responsibility to ensure that young people's interest in, and understanding of, global issues is raised.

Many pre-conditions for informal learning exist. Access to information and open exposure to a diversity of opinions are essential. Other elements that play an important part in the learning process include:<sup>88</sup>

- A critical and pluralist media presenting a diversity of opinions while not violating human rights or contributing to the isolation and discriminatory perceptions of particular groups and communities;
- Political parties and institutions that are open and transparent and as 'wrong' unless they affect human rights and fundamental freedoms;
- Mobility opportunities (in Europe and beyond), having the chance to experience first-hand different realities;
- Supporting and promoting the workplace, neighbourhood, and civic structures as spaces for learning.
- Providing young people with the opportunity to learn about and be aware of the choices they are making as consumers. Raising awareness about critical and responsible consuming and sustainability is also a way of informal learning which contributes to the global dimension of citizenship education;
- Parents are also important educators and a source of informal education in the sense that their attitudes and approaches hugely influence how their children perceive the world; it is therefore necessary to raise their attention to this impact.



# *chapter 2*

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## **YOUTH ORGANISATIONS AND CITIZENSHIP EDUCATION: A MATTER OF PRINCIPLES AND PRACTICE**

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Citizenship Education is widely present in the non-formal education (NFE) provided by youth organisations, as it develops around a participatory process aimed at promoting active citizenship and at broadening the horizons of young people. Based on the principles and practices of NFE, youth organisations provide opportunities for learning to become active citizens, bringing young people of different backgrounds together to work, and learn from one another. They support young people as they develop the competences necessary to navigate in the complexity and diversity of contemporary society, allowing them to explore realities different from their own and helping them to identify a role to assume, as a way of contributing to social progress and further social development.

This chapter presents in detail the approach to and role of youth organisations in providing citizenship education to young people. The information reflects the European Youth Forum's position, as representatives of 100 youth organisations in Europe, as well as the analysis of the information gathered from a survey we conducted among youth organisations on their work around citizenship education.

## 2.1.— Youth organisations’ understanding of and approach to citizenship



As part of its call for the right to quality education in its project Inclusive Europe, the European Youth Forum ran a survey (from February to March 2016) among its member organisations to map and analyse how they provided and addressed citizenship education as well as their contribution to young people’s competences development for active citizenship and social inclusion.<sup>1</sup>

### **Definition(s) and terminologies**

The diversity of the work of youth organisations is also reflected in the diversity of terminology used in relation to citizenship education. While some use civic education interchangeably with citizenship education (e.g. AEGEE<sup>2</sup>), others use terms such as “global education”, “education nouvelle/ active education” (eg. FICEMEA<sup>3</sup>), “popular education” (e.g. CNAJEP<sup>4</sup>), “socialist education/ education for social change” (eg. IFM-SEI), as umbrella frameworks for citizenship education.

On the other hand, there are some youth organisations that do not have a specific definition of citizenship education, as it is embedded into their holistic approach to education. This is the case of FIMCAP, for instance. The youth organisations active in formal education settings, such as the representatives of students’ unions in secondary schools (OBESSU) and of higher education students unions (ESU) also perceive citizenship education as a key part of education when addressed holistically and understood from its social dimension. They approach it from the right to quality education and to public responsibility for education, emphasising the importance of the multiple purposes of education, one of which is education for the development of society and for active citizenship (ESU). In the context of higher education, citizenship education is closely linked to the internationalisation of education and the emphasis on the social dimension of this in order to foster intercultural learning.

### **Our view of the world**

In spite of the diverse terminology, we note that youth organisations’ educational work, including citizenship education, is driven by a set of shared values that reflect their common vision of the world.

In a world where violations of human rights still occur; where the unequal development and distribution of wealth is a reality across Europe and the world; and where climate change threatens the environment and thus humanity, youth organisations’ values-based approach to citizenship education is driven by their ambition to building a society that is socially just for everyone and is developed in a peaceful and sustainable way.<sup>5</sup>

This vision embraces democratic values and respect and promotion of human rights all across the globe. It stems from the assumption that cultures are heterogeneous and in constant evolution, and that intercultural dialogue is key to establishing harmonious and constructive relations based on respect and appreciation of diversity and pluralism. The conviction about the interdependence between the global and the local is also embedded in their vision, striving for equal education and social opportunities for all young people.

<sup>1</sup> Details regarding the survey and the survey itself can be consulted in the Annex of this publication

<sup>2</sup> See [www.zeus.aegEE.org/portal/category/cEWg](http://www.zeus.aegEE.org/portal/category/cEWg)

<sup>3</sup> See [www.ficemea.org](http://www.ficemea.org)

<sup>4</sup> See <http://www.cnajep.asso.fr>

<sup>5</sup> European Youth Forum Policy Paper on Global Education, 2008

This vision is translated into youth organisations' complementary **missions** in society, such as:

- **Mobilising** (young people) to contribute to transforming and building more just, inclusive and equitable societies through shared values;
- **Developing** citizens' common sense of belonging to a broader community and common humanity;
- **Providing** service to the community with actions from local to global level, from local community engagement to international activities;
- **Empowering** young people to become autonomous citizens engaged in civic and political life, and to live up to their full potential;
- **Offering** (intercultural) learning opportunities to help young people develop the knowledge, skills and understanding needed to create a more just and peaceful world;
- **Enhancing** young people's (including students) participation in decision-making process and democratic structures (within school as well as more largely in society) through representation and advocacy actions;
- **Acknowledging** the role and fostering active citizenship of all members of society, including those living in extreme poverty and those considered to be in disadvantaged conditions;
- **Advocating** for the right to quality education to be available for all (young) people throughout life, and making the inclusion of citizenship education at high political priority at local, national and European level.

As we will see later, this approach to citizenship education entails nurturing a set of values within young people that are consistent with the vision and mission of the organisation, and which will allow them to act as responsible and engaged citizens in democratic and culturally diverse societies, aware of and equipped with the skills to address the interconnections between the local and global realities.

### **The transformative potential of citizenship education**

As presented in Chapter 1, the European Youth Forum and its member organisations conceive citizenship education as a transformative process for both the individual and the society. For the individual, it entails a learning process of self-reflection and self-awareness of his/her role in society as a rights-holder and with responsibilities towards the living together in democratic participatory societies. Ultimately, this process aims to empower young people to become agents of change in their own communities, standing up for human rights and taking action towards positive development. Participation, engagement, empowerment and change are key words frequently found in youth organisations' plans of action. As for society, citizenship education responds to the need for social transformation, driven by the belief in constant evolution and constructive and sustainable progress of societies.

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**“It [citizenship education] is about empowering children and young people to fight for their rights, to critically analyse society and to participate and act for social change”**

IFM-SEI

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It is from this vision of the world that youth organisations define their pedagogical aims and objectives. The common denominator of their work is the development of young person's competences as well as the provision of opportunities (e.g. space and structures) for their engagement in society. As it will be presented below, different types of programmes and activities are developed by youth organisations to support this process.

## 2.2.— *Youth organisations as laboratories of citizenship education*



### **Citizenship Education, the “raison d’être” of youth organisations**

Citizenship education is at the heart of the vast majority of youth organisations providing learning opportunities. In most cases, citizenship education is intrinsic to their overall mission and “raison d’être”; it is part of the philosophy that drives their actions. It is therefore mainstreamed throughout their work in one way or another.

Being part of the range of social and political actors of society, youth organisations serve as laboratories for active citizenship. They provide both a space for awareness-raising and discussion on a wide range of topics concerning the individual and society, as well as the necessary structures and opportunities to translate their views and ideas into practice, either within the organisation or outside (in their schools, local communities and associations, through civic and political participation, international programmes, volunteering, etc.).

By participating in a youth organisation, young people have the opportunity to engage in activities/actions that enable them to experience first-hand the principles and practical aspects of democracy. Being youth-led and democratic, youth organisations have their own internal decision-making

and participatory processes; democracy and participation are therefore intrinsic to youth organisations’ culture. As a result, by engaging in them young people “live” a culture of active participation and responsibility, and naturally put in practice civic and political competences.

As umbrella organisations at European level, youth organisations gather national youth organisations under a common platform that allows for opportunities to learn from each other on specific topics and realities; this offers the young participants a chance to interact with peers from other cultures and countries, and thus promote a “global gaze” and increased sense of sharing a common humanity. As a result, youth organisations offer a space to nurture social and emotional competences through the building of interpersonal relations.



## **A wealth of different programmes and projects/activities**

### **Outcomes of the survey:**

92% of the respondents to the survey state that they (or their members) provide some type of citizenship education (including related education fields as mentioned above), either through a specific programme/project or as mainstreamed in the overall educational work of the organisation.

To address the aims and objectives presented above, youth organisations provide a wide range of programmes or projects to do with citizenship education; their scope, nature and implementation vary according to each organisation's mandate and structure, as well as the context and target group.

In an attempt to simplify the rich diversity of their work, we present below the information on the work of youth organisations around citizenship education based on the following aspects/key characteristics:

- *Setting & geographical scope*
- *Type of programmes & duration*
- *Themes & topics addressed*
- *Specific objectives*
- *Target groups*

Note: the elements related to pedagogical approach and competences development, as well as to cooperation with other organisations/institutions are presented in a separate section. More detailed information on each specific programme can be consulted in the Annex.

### **! Settings & geographical scope**

Youth organisations are present at different levels. While some are based at local level, others have national scope; sometimes federations of local youth organisations exist at national level (called National Youth Councils), whose role is to represent and support the work of their member organisations.

Some of these local or national organisations are themselves members of youth organisations operating also at European and international level, covering several countries and continents. In the European Youth Forum, they are referred to as "international non-governmental youth organisations" (INGYOs).

Depending on their mandate, youth organisations may operate in either community settings, such as a youth clubs/groups or faith-based associations; in the framework of youth political groups; or in school or university settings (for instance, student's unions or school exchange organisations).

Youth organisations organise a wide range of programmes, projects and activities related to citizenship education. These are chosen based on the mandate and target group of organisation.

**Volunteering**

Similarly to other civil society organisations, volunteering is at the core of many youth organisations. Many youth organisations rely on volunteers to function on a daily basis and are also responsible for many programmes that provide quality volunteering opportunities to their members or to other young people. Some youth organisations are also actively involved in sending or hosting organisations of the European Voluntary Service (EVS) and regularly involve young people from across Europe in their projects. Through this, they foster young people’s active engagement with local/national projects as well as boosting their capacity to become positive actors of change within their communities.



***Inspiring!***

Don Bosco Youth-Net (DBYN) Streetwise Training Programme : Part of the larger, “En Route-Don Bosco Volunteers for Human Rights” project, ‘Streetwise’ is a 4-day seminar aimed at transforming an international voluntary experience of returning volunteers into active citizenship in the local community. Aimed at young people returning from voluntary service abroad (18-25), the programme focuses on project management skills to enable them to take on an engagement in their local communities and multiply the learning experience within their sending organisations as well as improving the experience for other returned and for future international volunteers.

**International exchanges/events**

Aiming at promoting European and international mobility, youth organisations and other non-formal education providers work continuously to prepare young people to travel, to reach out outside their homes and communities, meet new people, other cultures, other ways of thinking, mainly by providing them with the opportunity to meet young people from other countries through international exchanges/events.



***Inspiring!***

Scouts Guides de France – 2015 “You’re Up” Jamboree: The Jamboree was an 8-day scout gathering organised in 2015 by the Scouts Guides de France that gathered around 15000 young people in Strasbourg (5,000 European scouts and 10,000 French scouts between the ages of 14 and 17). Through the practice of twinning – joining a French unit of scouts with a European unit – young people were able to experience first-hand diversity, leadership and develop their sense of European citizenship and community.

**Regular local group meetings/activities**

Peer learning and the exchange of ideas among their members through regular local group meetings/activities – aimed at sharing knowledge, experiences and opinions on given topics – is an essential dimension of youth work and youth organisations. Through these activities, young people build up confidence in participating in open discussions, learn how to engage in constructive arguments with their peers and share knowledge on diverse topics with other young people.



***Inspiring!***

ATD 4rt Monde “Université Populaire Quart Monde”: Created in 1972, the Université Populaire Quart Monde is a space for dialogue and mutual learning between young adults and adults living in great poverty and other fellow citizens. In this peer learning space, everyone is invited to share their ideas, opinions and knowledge with others in a safe environment where everyone is valued. It is also a space for building the capacity for activism and for the creation of new projects/ideas.



## *Inspiring!*

EFIL's "European Citizenship Trimester Programme" (ECTP) (for 15–18 year olds) provides immersion in another culture for 3 months focusing on intercultural learning with an additional strong focus on active European citizenship. At the end of the exchange experience, just before coming back to their home country, all participants meet at the ECTP Camp in Brussels to share their experience, attend workshops on active citizenship and visit the EU institutions.

### **School-based exchange and host-family programme**

Some youth organisations (called "exchange organisations") offer opportunities for secondary-school students to study abroad for a few months and up to a year. This experience provides an immersion in another culture, and thus an opportunity to place their heart in another community and gain a global understanding and perspective by deepening their appreciation for other cultures.

### **Thematic projects**

Many youth organisations have developed projects around specific topics and including a wide range of activities, such as seminars, debates, workshops, conferences, study visits, reflection groups, etc. Some of these projects specifically



## *Inspiring!*

Czech National Youth Council (CRDM) "Kecejme do toho (Have Your Say)" project and ACTIVE "Human Rights Generation – Freedom in the 21st century":

Under the framework of the EU structured dialogue with young people, "Have Your Say – Structured Dialogue of Youth" is a project helping young people to express their opinion on public issues connected to young people's lives, actively engage with the current political debates around the hot topics and foster new ideas about how to increase young people's political participation. Project activities are planned in relation to the school year and the outcomes produced are spread around all relevant stakeholders – e.g. politicians, civil servants, civil society and media.

"Human Rights Generation – Freedom in the 21st century" was a year-round European series of seminars (in Germany, Romania, Belgium) about understanding the concept of human rights and how they are currently being enforced/infringed in Europe. Around 130 stories from people across Europe were collected and sent in postcards to members of the European Parliament and many participants were given the tools and knowledge in order to better understand of human rights and, particularly, on the issues of equality, gender and minorities rights.

address the issue of citizenship education or related elements, allowing them to explore in depth the various elements of this concept and to build the capacity of their members to work on this subject.

### **Summer programmes**

Another activity that some youth organisations regularly organise is summer camps or universities. Usually longer than a workshop (a week or more), these are spaces where youth organisations provide to their members (but not only) learning opportunities to foster their development through non-formal education and informal learning as well as the opportunity to network and foster partnerships among themselves.



## *Inspiring!*

AEGEE Summer Universities: Aimed at higher education students (18–28 year olds), the Summer universities are spaces that allow young people, for a period ranging from 14 to 24 days, to discuss, learn and explore in depth, through seminars, workshops or/and training courses a wide range of subjects such as active citizenship, civic education, human rights education and/or intercultural communication.

### **Global/International projects**

The work of some youth and civil society organisations is not solely focused on Europe and often they manage projects/activities that involve other regions of the world, establishing bridges with the larger global community of youth work and youth activism.



## *Inspiring!*

IFM-SEI, "Partnerships for Participation Project" (P4P): This project, involving local groups of children from Bolivia, Cameroon, Spain, UK and Indonesia, aims at fostering new approaches to child participation in decision making processes and training decision-makers in how to involve them. With the support of 10 EVS volunteers, ten organisations set up partnerships with local councils or schools from another country and set up student exchanges with the assistance of other Falcon member organisations in these countries.

### Training workshops (internal to members or external)

Most youth organisations include training sessions for their own members or for external participants in their activities. These activities are essential to prepare youth trainers for the variety of subjects that they need to work with by providing them with the required methodological tools and concepts. It is also a very useful tool for multiplying and spreading good practice and specific knowledge among member organisations or external partners, including on the topic of citizenship education.



#### *Inspiring!*

The European Students Union (ESU) training of trainers on citizenship education: In cooperation with the Council of Europe (CoE), ESU regularly provides to its pool of trainers (and also its members) training on citizenship education in order to provide them the necessary tools and methodologies and further their knowledge about the topic. According to the profiles of trainers, these trainings can also include references to other CoE campaigns (the No-Hate Speech Movement for instance) or insights from anti-discrimination and anti-racism strategies and campaigns. All training is learner-based peer learning experiences using non-formal education methodologies.

### Conferences/open discussions/consultations

Conferences and open discussions are important spaces for youth organisations to explore, with the help of members, experts or relevant stakeholders, topics in a more public setting and with a more traditional and social media presence. The consultations are very useful for gathering an accurate assessment of youth organisations' and young people's opinions and ideas on several topics and, through this, make the work of youth organisations representative of the voice of young people in the political and social sphere.



#### *Inspiring!*

Slovenian National Youth Council (MSS) "Mladi odločajmo" project: As part of EU Structured Dialogue framework, MSS has been implementing a national structured dialogue project for young people, youth organisations, and other organisations working with young people, youth councils of local communities and local and national authorities, with a view to achieving common objectives for better social inclusion of young people, focusing on their employability and awareness of acquired competencies. In the initial part of consultations students are invited to prepare analyses of their local environment with the help of a team of youth trainers (two per twenty students) and the use non-formal methods and techniques to motivate young people to take part in democratic decision-making.

### Study/field visits and sessions

Field visits or sessions are regularly organised by youth organisations to provide their members or external participants with a first hand experience of the topics that the organisation usually works or to raise awareness among their members on a certain topic or reality.



#### *Inspiring!*

Bavarian Youth Council (BJR) "Youth Migrants on the Move in Europe" project: in 2015 the BJR organised a study visit to Naples in order to provide its members with a broader understanding of the migration situation for young people in Europe and learn about different ways of cooperation and work with minor refugees. They also organised a similar trip under the same project to the Baltic countries in order to better understand the heritage of the soviet occupation and oppression in the region.

### Advocacy

Youth organisations are also concerned about the many issues that affect young people in their daily lives and actively contribute to policy- and decision- making through their advocacy work. They also provide training,



#### *Inspiring!*

German Catholic Youth Community (KJG) "YOUrope" project: Launched in 2014, the YOUrope project aimed at building the capacity of KJG members to lobby and advocate for youth rights at the European level. In collaboration with other members of FIMCAP, young people worked over 7 weeks in various workshops that resulted in the creation of advocacy toolkits that could be used by their members (but not-only) in their work on the following topics: volunteering, right to work, right to free expression and information, right to social security and right to non-discrimination.

administrative and financial support to their member organisations in their own advocacy campaigns in order to reinforce their capacity to make their claims heard by decision makers and other relevant stakeholders.

### Manuals, publications, research studies,

In order to support youth organisations' advocacy work on different topics but also to contribute to the capacity building of young people in general, many youth organisations promote the creation of manuals, toolkits and research publications as part of their work. Often involving youth researchers and other experts, these publications are also an opportunity to build or deepen relationships with institutional partners and create bridges between formal and non-formal educators.



### *Inspiring!*

OBESSU "Manual for School Students" and EEE-YFU "Coloured Glasses: a Resource Manual for Intercultural Education":

Launched in 2015, the "Manual for School Students" was created for and by students (School students – secondary and Vocational education and Training (VET) schools – about 15 to 19 years old) in order to increase their participation in school and – further on – in society. The manual is aimed at developing their capacity in management of an organisational structure, from its birth to the development and management of its different aspects like the economic management, the press and communication management and event organisation of student and youth organisations

Referring to the well-known analogy of the sunglasses which represents the cultural filters through which we observe and interpret reality, the "Coloured Glasses: a Resource Manual for Intercultural Education", contains ready-to-use workshops on intercultural learning for use in secondary schools. The workshops are tailored for both teachers and students and allow participants to explore and learn about values, cultural differences, stereotypes, non-verbal and verbal communication, as well as identity.

### Awards

Some organisations encourage active citizenship through an awards programme. For instance, the **Scouts of the World Award** was launched in order to encourage stronger involvement of Senior and Rover Scouts (aged 15–26) in the development of society by making them more aware of the global issues concerning the world today. Rather than promoting competition, this system reinforces young people's sense of initiative, self-development and responsibility over their learning process.

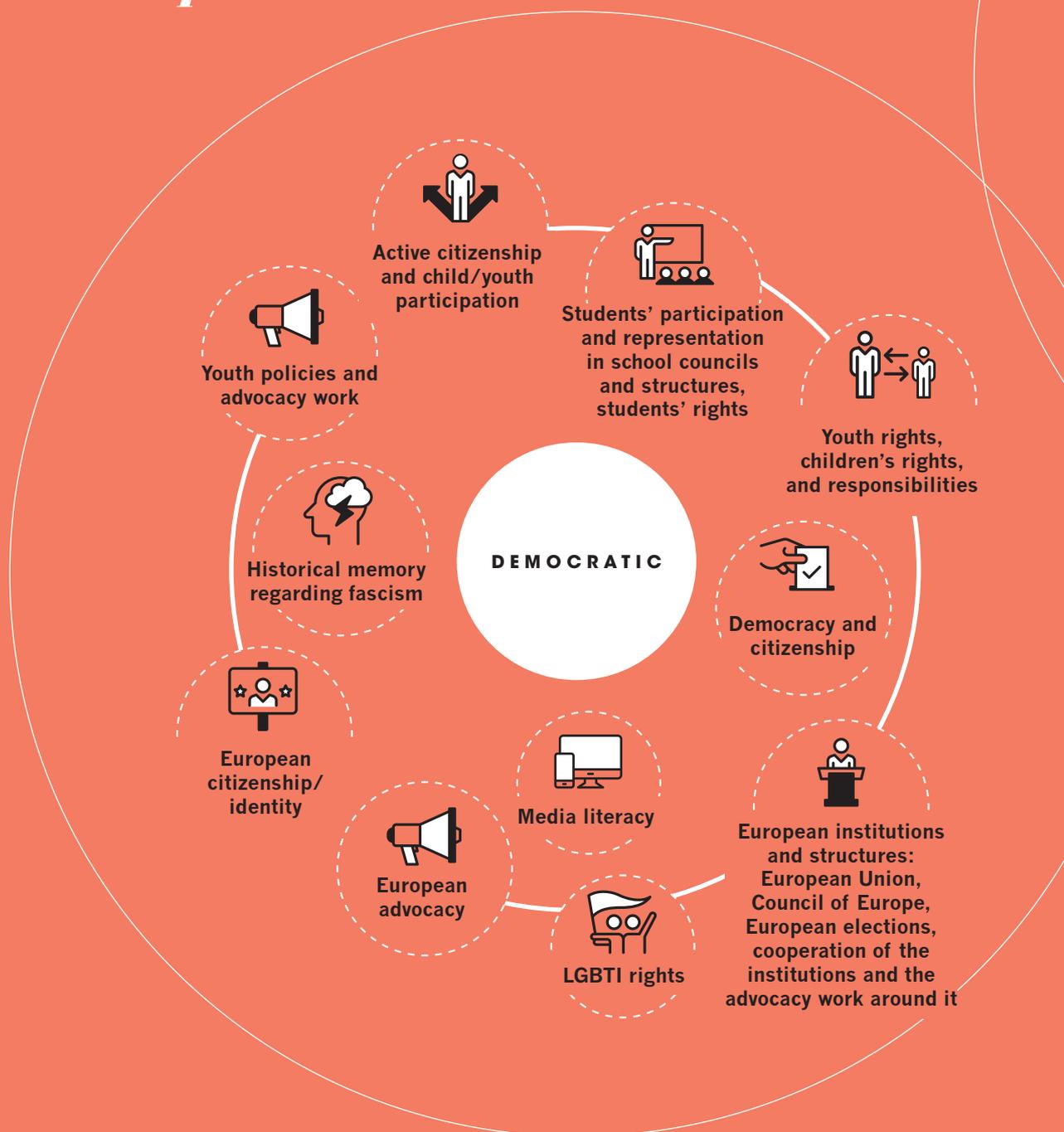


### *Inspiring!*

The **Scouts of the World Award** concerns global citizenship preparation for young adults and emphasises three core themes: environment, development and peace. The Scouts of the World Award is made up of two parts: The Scouts of the World Discovery, a 7-days trip aimed at gaining an in-depth knowledge of one of the themes, and identify possible solutions to related problems; the **Scouts of the World Voluntary Service**, a period of personal commitment to develop a community project on one of the above topics. The Scouts of the World Award is operated by National Scout Organisations and is granted to everyone (Scouts and non-Scouts) who has successfully accomplished a "Scouts of the World Discovery" and a "Scouts of the World Voluntary Service". The programme was developed keeping in mind Scouting's contribution to the United Nations' Millennium Development Goals (MDGs) and will continue to contribute to the Sustainable Development Goals agenda.

More examples of youth organisations' activities and programmes in each category described above can be found in the Annex to this publication.

## — *Examples:* *Themes addressed by youth organisation's programmes/projects on citizenship education*

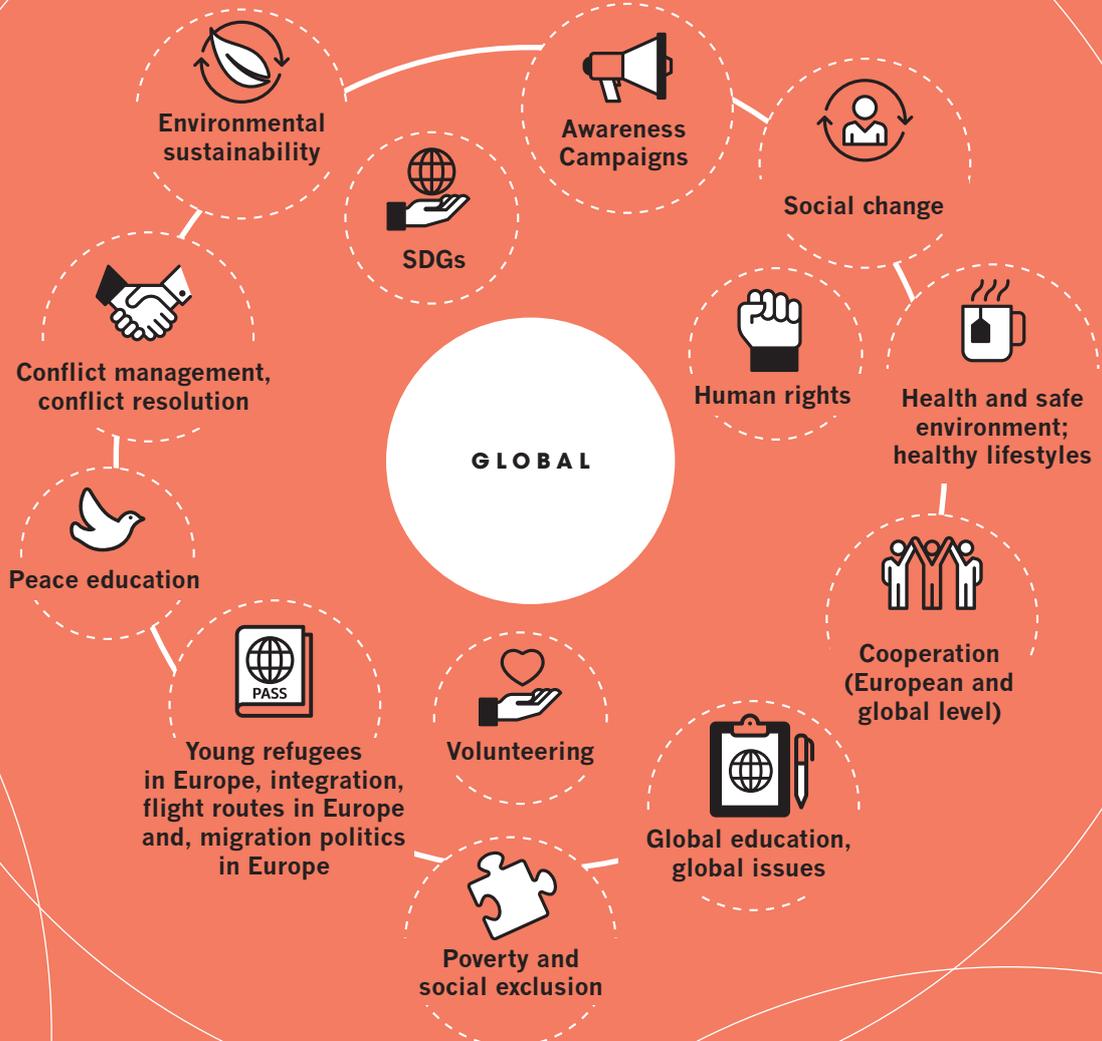


### ! Themes & topics

The programmes and activities mentioned in chapter 2 provided cover a wide and comprehensive range of themes and topics related to citizenship education, addressing the fundamental principals of democratic societies, contemporary societal issues such as cultural diversity, as well as the European and global dimensions related to citizenship. Without aiming to be exhaustive, hereby a list of common themes addressed by youth organisations through their different types of work, clustered around the three key dimensions of citizenship.

Specific themes around personal development are also common in the learning offer provided by youth organisations. These may include leadership and communication skills, project management, etc. On some occasions, in certain activities around discussions and open debates, topics are left open, precisely to give the chance to young people to decide what they would like to discuss based on their interests and needs. The emphasis is therefore put on the process (participatory, youth-led, voluntary), rather than on the content.

# GLOBAL



# INTERCULTURAL



Drawing from the information provided in the survey, we have compiled below a non-exhaustive list of key competences that youth organisations' programmes around citizenship education address in one way or another. All these competences are considered interrelated and interdependent, and therefore equally essential to contributing to putting in practice the vision and mission of youth organisations concerning society and the world, and the role of young people in it.



### Knowledge and understanding

#### National/regional dynamics

- The history of a country/region
- The political, social, economic and cultural issues on national and regional level that require action

#### Democracy in all its dimensions

- The so-called democratic crises, its causes and possible solutions
- Different ways to participate in society and get engaged in policy and decision-making processes at all levels
- Relevance of citizenship, citizenship education and related academic debates
- Participation approaches, mechanisms and practices

#### Europe and the EU

- Gain a wider perspective on the concept of Europe and the EU
- The functioning of the EU and the different ways through which young people can participate in and influence it.
- Current EU affairs (such as the migration situation for young people in Europe)

#### Intercultural dialogue and human rights

- Different cultures and how culture affects behaviour;
- Theories of culture and intercultural differences
- Oneself, his/her identity and others' realities
- Creation and history of human rights,
- The different legal instruments to enforce/defend human rights
- The situation in Europe in terms of human rights (key institutions and mechanisms)
- Common understanding of certain values and principles
- The link between intercultural learning and active citizenship



### Skills

#### Awareness and advocacy

- Cultural awareness and adaptability
- Awareness of human rights, including young people's rights
- Capacity to assess the needs and the infringements of human rights within their communities and identify ways to promote and defend them (at the local or national level).
- Participate and engage in elections and other democratic processes at all levels (local, national and European)
- Organise educational activities on citizenship-related issues for young people

#### Leadership and representation

- Public speaking
- Language skills
- Project management and Organisational capacity
- Team work

#### Social and emotional

- Facilitation and group management
- Learn from others' experiences and views
- Critical thinking and analysis
- Self-reflection on experiences and personal views; and on one's role as a young citizen, school student representative, etc.
- Discussion and argumentative skills
- Autonomy and self-reliance
- Self-assessment of learning and competences gained



### Attitudes and values

- Positive attitudes towards other cultures
- Respect for different opinions
- Promote youth participation among peers.
- Public speaking
- Motivation to participate in society, to "be an active citizen"
- Reflective towards global and community issues, willingness to make a change
- Self-confidence and self-expression
- Sharing common values
- Value the importance of active citizenship
- Appreciate the diversity of Europe

### **! Inspiration for the road ahead: what young people gain**

Through their programmes/projects and activities, youth organisations seek to develop a wide range of competences considered essential for their development and participation in democratic life, now and all throughout their life. Rather than setting academic objectives, youth organisations take a competence-based approach to learning and design and implement their programmes around such competences.

We understand competences as the set of knowledge and understanding, skills, attitudes and values that support a person in functioning in different situations and moments in their life. Because of their impact in all phases and facets of their life, beyond civic and political participation, youth organisations' aim is to develop key competences for life.

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**“No one is ready to actively take part in society before first being informed about the different options. At the same time, you cannot expect anyone to form an opinion on important matters in society before first understanding the facts and issues at stake and learn how political life functions”**

*OBESSU, policy paper on democratic participation (2013)*

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### **! Reaching out to all young people**

Youth organisations are in a privileged position to reach out to young people from different backgrounds. Because of their volunteer and non-formal nature (i.e., provided outside the school environment), youth organisations can engage with young people who have left school early or have become disillusioned by the formal education system. Through their diversity both in terms of programmes/activities and learning methods, youth organisations give a space for all opinions and beliefs to be practiced and voiced.

### **Diversity of age and roles**

Young people engage in youth organisations' activities and programmes in different ways. Some are regular participants whereas others participate on an ad-hoc basis. In terms of age, it ranges from about children of 5 years old and teenagers from 13-17, to young adults of up to 30 (and in some cases up to 35).

Some of the programmes are addressed to members of the organisation, who engage either as participants or as young adults with specific roles, such as youth leaders/youth workers, facilitators, trainers, volunteers, organisations' representatives (such as board members, students representative), etc., with the aim of supporting them as multipliers.

Some other activities are open to young people at large, regardless of their affiliation to a given youth organisation. Some initiatives may target the wider audience, including adults.

Depending on the organisation's mandate, young participants may come from different settings: the neighbourhood/local community (including faith-based communities), schools and universities (students from secondary school, VET (aged 16-19) and university students), youth political parties, young people engaged in voluntary service, etc.

In some organisations, such as AFS/EFIL, there are **volunteers** of all ages, which offers a unique opportunity for intergenerational learning where everyone inspires each other by their active citizenship.

## **A rich variety of backgrounds**

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**“They [disadvantaged youth] are the essence of our movement! Our participants are youth (and adults) living in extreme poverty, and those coming in solidarity”**

*ATD 4th World*

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The survey threw some light on the sometimes-contested idea of the socio-economic and cultural diversity of participants in youth organisations. Indeed, youth organisations strive to gather heterogeneous groups, driven by their aim to foster the getting to know the other and a collective action resulting from this. The information gathered confirmed that young participants in many of the programmes/projects come from different social and cultural backgrounds including:

### **(Young) people living in extreme poverty**

– ATD 4th World’s offer them spaces to express their opinions and learn about participation, cultural and economic development, human rights and activism such as the “Université Populaire Quart Monde” (mentioned above).

### **Children of alcoholics and children in economical difficulties**

– Through its 2014 “Do it yourself” project, devoted to social inclusion, ACTIVE organised a series of international and national activities, partnerships were fostered between their member organisations and organisations working with marginalized youth in different European countries.

**Disadvantaged youth** – The member organisations of Don Bosco Youth-Net work with a diversity of disadvantaged youth. Depending on the needs they organise social entrepreneurship training, self-confidence training, job shadowing, European Voluntary Service (EVS), all with the ultimate focus of encouraging the participants to become more autonomous in life, and develop themselves and help shape their local communities.

**Early school-leavers and young people who are “not in employment, education or training” (NEETs)** – AEGEE and other youth organisations regularly work with this group of young people, involving them in activities such as open debates and get together in the same space to discuss education related topics.

**Students with disabilities** – In Romania, the National Alliance of Student Organisations (ANOSR) organises a summer camp aimed at empowering students with disabilities to achieve the best of their potential.

**Migrant students** – The “Unione degli Studenti” of Italy (secondary-school students union) has a programme for migrant students, supporting them in bureaucratic paperwork and language (Italian) learning.

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**“Our activities are open to everyone, especially for young people coming from difficult socio-economic conditions, vulnerable young people, children of alcoholics, marginalised youth, etc., which is a priority in our Plan of Action. All of our activities aim to build a free, safe and inclusive environment for everyone”**

*ACTIVE – Sobriety, Friendship and Peace*

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## **Teaming up with partners**

Working in partnership is one of the main means to achieve the holistic nature of citizenship education. In their programmes around citizenship education youth organisations reach out to other stakeholders to establish cooperation. From the programmes/projects mentioned in the survey to our members, the following partnerships/cooperation have been identified.

It is common for youth organisations to cooperate with **peer-organisations**, either from their same network in other countries or from other organisations. Cooperation among youth organisations in different regions of the world is at the core of many youth organisations with regional and global outreach, thus providing a very direct way of learning about global realities through the exchange of ideas and the facilitation of young people's mobility.

The cooperation between regional youth platforms and global youth organisations meeting in the International Coordination Meeting of Youth Organisations (ICMYO) and the Global Cooperation Coordination Committee (GCCC) are two of the many examples of global platforms that allow youth organisations from all over the world to discuss and agree on common strategies on how to tackle together global youth issues such as the Sustainable Development Goals (SDG) Agenda or the UN Habitat III Process.

Likewise, the Network of Universities on Youth and Global Citizenship facilitated by the North-South Centre of the Council of Europe is a good example of the learning opportunities that youth organisations across the world offer to young people. Another example of this is the African Diaspora Youth Network in Europe, who gathers different organisations representing young Africans living in Europe to work together for their common goals.

Cooperation with other types of **non-governmental organisations** is also common; this will depend on the themes/topics addressed. For instance, for its study visit on historical memory BJR cooperated with Institutions of Memory in Latvia and Lithuania. For their research "Civic Education Reloaded!", AEGEE is cooperating with other NGOs active in the field of citizenship education, such as the European Civic Forum, La Ligue De l'Enseignement, Euroclio. EFIL also cooperates with Ashoka Youth Venture in the development of their Manual "ACTIVE".

**Cross-sectorial cooperation** is also present in some projects. For instance, in their seminars to students unions, the Union of Students in Finnish Universities of Applied Sciences (SAMOK) cooperate with labour unions, universities, different ministries (education, social and health), and other student organisations.

Some youth organisations may also cooperate with governmental institutions and political parties; this is the case of the Armenian National Students' Association, which teamed up with the educational department of the **National Parliament** when organizing their students' discussions on the new constitution. For their project "Partnerships for Participation", aimed at increasing the participation of children in community life, IFM-SEI also cooperates with **local councils** and schools.

Certain European-wide programmes are implemented in cooperation with the **Council of Europe and its European Youth Foundation**, among others. For instance, the network of European Youth Centres (one in Strasbourg and another Budapest), run by the Youth Department of the Council of Europe, is a key element in regional/global youth activism notably by providing a youth-led space for organising meetings and other activities. In addition, some of the European Youth Forum's member organisations have consultative status with the United Nations Economic and Social Council.

In the exchange programmes organised by youth organisations, close cooperation is established with **schools** in the hosting countries where the young participants live. In some countries the youth organisation engages teachers in the objectives of the programme, e.g. making students plan and run a project within the school.

Further information on examples of cooperation between youth organisations and formal education institutions (schools/universities) is provided in Chapter 3.



## 2.3.— *Our pedagogical approaches to Citizenship Education*

Through their long-lasting experience in providing learning opportunities to young people, youth organisations have developed a sound expertise in developing and implementing a pedagogy that best responds to the diverse learning needs of their participants and facilitates the active participation of all the young people they engage with.

Driven by their holistic vision of education, youth organisations' pedagogical approach, including in citizenship education, is based on the principles and methods of non-formal education (or what some may call "active education", or "participatory education"). Non-formal education is the term commonly used in the youth sector to define an organised educational process with pedagogical objectives, which takes place alongside the mainstream systems of education and training and where individuals participate on a voluntary basis, hence taking an active role in their learning process.<sup>6</sup> Non-formal education therefore refers both to the setting where learning takes place as well as to the way (the pedagogy) in which this learning is provided.

*"Citizenship Education is a learning process focusing not only on what students learn but also how they learn – about themselves and others, to learn to do things, and interact socially"*

*Alicia Cabezudo, UNESCO Forum on Global Citizenship Education, Thailand, 2013<sup>7</sup>*



The pedagogical approach of non-formal education is characterised by the following principles:



### **Holistic**

Youth organisations see their educational mission as a contribution to developing young people to their full potential. As a result, they focus on fostering all the necessary competences to live an autonomous and fulfilled life in all spheres, from the personal to the social and professional. Citizenship education as practiced in youth organisations approaches young people as having diverse learning needs that include rational but also emotional, social and cultural dimensions;



### **Values-based**

As we have seen before, the approach to citizenship education embraced by youth organisations is guided by a set of values, such as respect, defence and promotion of human rights and democracy, appreciation of diversity, etc. All these values are reflected in one way or another in youth organisations' educational work, both in the design of the activities as well as in the way the process is facilitated.

<sup>6</sup> UNESCO, *Global citizenship education: preparing learners for the challenges of the twenty-first century*, 2014

<sup>7</sup> European Youth Forum, *Policy Paper Recognition of non-formal education: Confirming the real competencies of young people in the knowledge society*, 2003



### **Learner-centred**

By putting the learner (the young person) at the centre of the learning process youth organisations seek to cater for the different needs of their participants. This means using a wide range of methods to adjust to the different learning styles. It also implies taking into account the requirements to make any activity accessible to everyone. This approach has a direct impact on the learning process.



### **Process-oriented**

Rather than on the ultimate outcomes, this pedagogical approach puts the emphasis on the learning process. This means that the process will ensure that: a) it starts from what the learner already knows, their opinions and experiences, and from this base enables them to search for, and discover together, new ideas and experiences; b) it encourages young people to participate and to contribute to discussions and to learn from each other as much as possible; c) supports people in translating their learning into simple but effective actions that demonstrate their rejection of injustice, inequality and violations of human rights.



### **Competence-based**

Contrary to a still common practice in formal education, youth organisations' approach to citizenship education is competence-based. This means that the expected outcomes are not defined in terms of content and objectives, but rather on the set of knowledge and understanding, skills, attitudes and values that the young person is expected to gain as a result of their participation in a given programme/project or activity.



### **Experiential learning** **(“learning by doing”)**

Experience being at the core of youth organisations' practices, citizenship education is built around the proposed learning cycle of D.Kolb on “learning by doing”. This cycle is structured around 4 main phases:<sup>8</sup>

- **Experiencing** – an experience that young people live (it may go from a short interactive and participatory activity, to an event with a larger scope, such as an exchange);
- **Reflecting** – a phase of reflection on what they have experienced, with the idea of putting into words the emotions and what has been learnt;
- **Generalising** – a phase which facilitates the connection between the participants' experience in reality, helping them to understand what they have experienced and telling them something about how they are, behave or function in daily life;
- **Applying** – building on these three previous phases, the participant is encouraged to “apply” what they have learned/discovered to their own lives, going from small changes in attitudes or perceptions to taking action for social change.

Building on this approach, youth organisations promote participation in community projects through volunteering as a way of offering real life experiences while directly contributing to the community development.



<sup>8</sup> Council of Europe, Compass – Manual for Human Rights Education with Young people, 2012



### **Participatory and (inter)active**

The experiential learning goes hand-in-hand with a participatory and interactive methodology that fosters the engagement of the learner throughout the process. As a result, participants are encouraged and expected to give their opinions and interests and take decisions (according to their age and evolving capacities) concerning the design and implementation of the activities. It is common in some programmes that teenagers from the age of 14 onwards are responsible for the full development of an activity, with the limited facilitation support of an adult.<sup>9</sup> This active engagement fosters a sense of ownership and co-responsibility of their actions and of the learning process. This does not mean that they take over the role of the educator, but rather that both the learner and the educator cooperate, the educator remaining the person responsible for ensuring the protection and safety of the participants.

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**“Youth organisations are the best environment to learn the needed skills voluntarily, with fun, without pressure and in practice”**

*Fimcap*

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### **Cooperative/group-based**

The educational activities run in youth organisations have a collective dimension. While focusing on the individual, the experience takes place within a group, who serves as a source of stimulation, inspiration and feedback to each member. Young people learn to work together for common objectives, and through this process learn to understand different points of views and to nurture good relationships with others, while building their self-esteem and belief in their capacities. As such, citizenship education in youth organisations offers an environment that promotes support and common interest, rather than competition.



### **Peer-to-peer education**

Non-formal education makes an important contribution to citizenship education as it is based on peer-to-peer learning. It represents a very dynamic process of knowledge, skills and attitude transfer among young people sharing a given experience. As it represents the joint effort of young people from different backgrounds to explore the ways in which they can change the world for the better, it creates an important form of youth empowerment. Learning in a group of peers allows in fact for social integration and fosters the development of a sense of responsibility and solidarity.



### **Introspective (self-reflection)**

As illustrated in the learning cycle of Kolb above, reflection is a key element of the pedagogical approach to education. By providing spaces for introspection, youth organisations support the internalisation of the learning acquired, and thus facilitate the transition to the implementation/application of the set of competences acquired. When addressing the intercultural dimension of citizenship education, self-reflection is a crucial component of the learning about oneself in relation to “the other” and to understand and address stereotypes and prejudices.

<sup>9</sup> See for instance CISV International peace education programme “Step up” included in the Annex of this publication.

For these principles to be embraced in all educational activities, other learning aspects need to be taken into account. When designing and providing citizenship education, youth organisations pay attention to the following elements:

**The Learning environment:** this refers both to a physical and a psychosocial enabling environment.

A supportive learning environment is key to the success of the learning process; a climate of mutual respect, trust and solidarity must exist where creativity and authenticity is fostered, and that puts value on collective learning as well as strengthens the relationship among learners. Such context is interconnected with the type of relations established among and between learners and educators, as well as with the learning process.

Principles of democracy and non-discrimination, appreciation of diversity and gender sensitivity must be reflected in the learning environment. Human rights need to be experienced in the daily activities and relations the learner engages in during the educational process.

Likewise, adequate protection support measures need to be in place to ensure a safe environment where all learners are kept safe from harm and any kind of violence, bullying, abuse, neglect or exploitation.

The space and infrastructure available needs to be adequate for the type of learning activities that will be developed, and should always cater for the learner's well being.

**The educator as a facilitator:** In non-formal education, learners are considered as partners in the learning process, with a role and responsibilities to play. As a result, within the learning space, educators/trainers and participants exchange experiences and ideas in a climate of cooperation, respect, trust, appreciation and parity between the educator and the learner. This approach also strengthens the reciprocity of the learning process: educators are also learners, and the learner can also be a source of learning for the educator.

**Informal learning:** it is also an essential source for citizenship education in youth organisations. This is why beyond the specific activities organised, participants spend a lot of time outside the activity, speaking to others, sharing conversations around a meal or a walk around the forest.

**Intercultural experiences:** youth organisations, when offering learning opportunities in an international context, provide valuable intercultural experiences, bringing young people from diverse cultural, ethnic, linguistic and religious backgrounds together; this experience greatly contributes to broadening the views of young people regarding different realities and perceptions.

**Diverse techniques & methods:** The backdrop of non-formal education provides youth organisations with a great number of creative approaches and methodologies that can be used in their activities. As already mentioned earlier in this publication, youth organisations methodologies are diverse and flexible in nature: workshops, outdoor activities for relaxation, motivational activities, conversation and discussion, practical field work on the ground, consultation, presentation and argumentation, games, simulations (among others). This versatility allows facilitators to adjust to the needs of young people, while remaining committed to the principles of youth-led learning, critical approach to society and human rights.

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**“Even when activities are carried out in formal education institutions (schools, universities), the methods used are the same as in youth work and non-formal education. These differ from the methods used in the educational system and other formal institutions. We are aware that participatory, innovative and active methods allow for greater flexibility and seem more appealing to youth, and provide opportunities for a more equal participation of all participants”**

*National Youth Council of Slovenia*

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## 2.4.— *The social and political impact of youth organisations through citizenship education*



There is still little research on the impact that youth organisations (educational) work have both on the individual as well as on society at large. This may be partly due to the investment of time and money needed to properly measure the long-term impact of being involved in youth organisations, including in the learning programmes they offer. Given the still little recognition of the educational work of youth organisations, it may be argued that priority has been given to researching the impact of formal education programmes, mainly in schools.

Aware of the value of providing evidence of their impact, and in order to address the existing gaps in academic research, youth organisations have invested in conducting research studies, either by commissioning researchers or by conducting some type of research themselves (mostly qualitative research, often through observation and direct consultations with participants).

Below we present the findings gathered through a recent study commissioned by the European Youth Forum on “The Social Value of Youth Organisations”, pointing out the impact of youth organisations upon young people and society.

### **The contribution youth organisations can make to young people’s civic and political attitudes, engagement and activism**

<sup>10</sup> For more information, see Kiilakoski, T., 2015, Thomas, 2011; Dirección General de Juventud, 2009; Murakas et al., 2010; Powell and Bratović 2007

<sup>11</sup> see Van Deth, 2010 and Hooghe et al, 2004

<sup>12</sup> Cicognani, E et al. Sense of Community and Empowerment among Young People: Understanding Pathways from Civic Participation to Social Well-Being, 2015

<sup>13</sup> Quintelier, E. Who is Politically Active: the Athlete, the Scout member or the Environmental Activist? Young People, Voluntary Engagement and Political Participation, 2008.

<sup>14</sup> Powell, S. and Bratović, E., The impact of long-term youth voluntary service in Europe: A review of published and unpublished research studies, 2007.

<sup>15</sup> Van Deth, J.W, Participation in Voluntary Associations: Dark Shades in a Sunny World?, 2010

As previously mentioned, youth organisations offer a wide range of programmes and activities through which they gather young people from different backgrounds. Evidence shows that by encouraging and enabling young people to interact with other young people (and older adults) different to themselves, (e.g. in terms of class, gender, ethnicity or age), youth organisations can contribute to openness and tolerance of difference.<sup>10</sup> This can also contribute to changes in the attitudes of those young people supported by people they come into contact with (e.g. fostering more positive attitudes toward young people amongst older adults and vice versa).

The study also shows that youth organisations can also promote more positive attitudes towards democracy, such as higher levels of satisfaction, greater “political saliency” (an increase in the relative importance attached to politics compared to other matters) and greater interest in politics.<sup>11</sup> They can, for example, help young people understand how government and politics works and appreciate its importance and impact upon their lives.

Some studies suggest that youth organisations with a civic aim are associated with a greater impact upon “social well-being”<sup>12</sup> and others highlight how, for example, organisations with a focus upon deliberative participation are associated with higher levels of political participation than other types of youth organisation, such as “expressive organisations”.<sup>13</sup> This is consistent with a broader theme within the literature that youth organisations achieve the outcomes they programme for.<sup>14</sup> Equally, some studies suggest positive impacts are greater across different types of youth organisation.<sup>15</sup>

### Impact on political and civic engagement

The study also argues that by contributing to changes in young people's attitudes toward political engagement and by, for example, increasing young people's understanding of political systems and processes (e.g. through educative experiences) youth organisations can contribute to increases in young people's political engagement in both formal politics (e.g. voting) and more informal politics (e.g. protesting).

As the examples on programmes provided above illustrate, youth organisations can promote range of civic engagement, including volunteering (both within youth organisations themselves and also with other organisations) and a sense of civic responsibility. As mentioned before, the experience of, for example, volunteering can contribute to personal outcomes, such as increases in social and emotional and skills, and can also contribute to social outcomes, such as increases in inter-cultural dialogue and service delivery (where, for example, young volunteers help deliver a service for others). Some studies describe youth organisations' social contribution (increased civic and political engagement and activism) and other factors like social integration, inter-cultural understanding, social acceptance and social coherence in terms of youth organisations' contribution to enhancing "social well-being".<sup>16</sup>

By promoting a sense of responsibility through citizenship education, youth organisations can encourage young people's civic and political engagement and activism.<sup>17</sup> Initial engagement can deepen young people's civic and political engagement and activism (creating a virtuous or self-reinforcing cycle of activism and engagement).<sup>18</sup> Civic and political engagement and activism may therefore be mutually reinforcing, in that one leads to the other. However, they may also compete for young people's time and interest and one study<sup>19</sup> suggests that young people's rejection of political culture may lead them to focus upon civic engagement (which youth organisations are well positioned to facilitate).

### Impact on policy making

As illustrated above, youth organisations can provide ways in which young people "voice" their views and enable their preferences to be expressed and articulated. This can be particularly important when other ways in which young people "voice", such as voting, are either restricted (e.g. on the basis of young people's age) or are unattractive to young people (e.g. because young people feel there are not effective ways to make their voice heard).<sup>20</sup> And by enabling young people's voices to be heard and articulated to policy makers and politicians, youth organisations can contribute to better-informed policies (a social outcome).

<sup>16</sup> Cicognani, E et al, *Sense of Community and Empowerment among Young People: Understanding Pathways from Civic Participation to Social Well-Being*, 2015

<sup>17</sup> see Murakas et al, 2010 and Kotilainen, 2009

<sup>18</sup> see Cicognani et al, 2015 and Lähteenmaa, 1999.

<sup>19</sup> Cammaerts, et al, *The myth of youth apathy: Young Europeans' critical attitudes towards democratic life*, 2014.

<sup>20</sup> Quintelier, E, *Differences in political participation between young and old people*, 2007

### ! The impact of youth organisations upon personal and social dimensions

#### Human capital: social and emotional skills, skills for life/work

As illustrated in section 2.2 of this publication, through their educational work youth organisations can foster a range of social and emotional skills. As shown in 2004 study “An Evaluation of the Impact of Youth Work in England”, by contributing to ‘personal’ change, youth organisations can contribute to ‘positional’ change, such as accessing education, training or employment opportunities.<sup>21</sup> As such these types of outcomes can be considered both ends in themselves and also means to other ends (which can be treated as intermediate outcomes).

By enabling and encouraging travel and mobility, youth organisations can increase the value young people attach to learning other languages and provide opportunities for young people to learn other languages.<sup>22</sup>

#### Social Capital

By enabling young people to develop wider and more diverse social networks and by fostering trust and norms of reciprocity between people, youth organisations can contribute to the creation of social capital. This in turn can, for example, support young people’s transitions from school to further education, training and employment<sup>23</sup> and make important contributions to young people’s wellbeing and resilience (their ability to cope with adversity), by enhancing their access to advice and support from others<sup>24</sup>. As such they can be considered as both intermediate and final outcomes. Increases in social capital can also be considered both a personal (and individual) and societal benefit given, for example, the contributions that social capital makes to economic growth and social cohesion.<sup>25</sup>

### ! Promoting positive choices: young people’s attitudes, values and behaviour

As presented above, some youth organisations carry out specific preventative work (helping young people avoid risks/risky behaviour) and promote positive changes in young people’s behaviour, by, for example: enhancing young people’s social and emotional skills, including increases in young people’s self-esteem and self-awareness, helping provide the motivation and self-confidence young people may need to make positive, but sometimes difficult or challenging choices<sup>26</sup> and extending young people’s social networks, enabling them to form new friendship groups and facilitating social integration.<sup>27</sup>

<sup>21</sup> Merton, B. et al, *An Evaluation of the Impact of Youth Work in England, 2004*, available at: <http://www.dfes.gov.uk/research/data/uploadfiles/RR606.pdf>

<sup>22</sup> Taru, M, *A study of the effect of participation in a Youth in Action project on the level of competences, 2013*.

<sup>23</sup> Merino, R, *Pathways from school to work: can the competences acquired in leisure activities improve the construction of pathways?, 2007*.

<sup>24</sup> Loncle, P, *Youth work and youth policy in France.*, n.d, available at: <http://pjp-eu.coe.int/documents/1017981/7110707/Loncle.pdf/c87f7a3f-7d40-48af-86f8-3ad40195fc1f>

<sup>25</sup> see Temple, 2001 and Putnam, 1993, 2001.

<sup>26</sup> Asociația Stea, *Raport Anual, 2012*, available at: [http://www.asociatiastea.ro/uploads/company/documents/93\\_Raport-anual-Asociația-Stea-aprilie-2011---martie-2012.pdf](http://www.asociatiastea.ro/uploads/company/documents/93_Raport-anual-Asociația-Stea-aprilie-2011---martie-2012.pdf)

<sup>27</sup> For more information, see Kiilakoski, 2015 and Perea, 2004.



### ! Employment, education and training

By contributing to increases in human and social capital, and therefore to young people's skills and to improving access to information about employment, education and training opportunities, youth organisations can contribute to a range of positive outcomes including: increases in the numbers of young people in work and in the quality of their work (e.g. moves towards more highly skilled and more highly paid work, with better progression opportunities);<sup>28</sup> and increases in the numbers of young people in education and training and progression within education and training (towards higher levels).<sup>29</sup>

Like increases in social capital, increases and improvements in young people's employment, education and training can be considered both a personal (or individual) and a societal benefit (given its contribution to economic productivity and growth).<sup>30</sup>

### ! Health and well-being

Youth organisations can contribute to increases in young people's sense of subjective well-being. This can flow from, for example:

- *The enjoyment that involvement in youth organisations (frequently expressed in terms of "fun"), can bring;*<sup>31</sup>
- *The extension and deepening of social networks – such as friendships;*<sup>32</sup>
- *The sense of purpose and achievement that civic and political activism can bring;*<sup>33</sup>
- *The sense of community and belonging that involvement can foster;*
- *The sense of empowerment young people can experience as their skills develop enabling them, for example, to access and progress in education, training and employment.*

### ! The importance of the quality of the experience

However, for all these experiences to have the expected impact, the quality of the experience is crucial. As the study points out, youth organisations may also contribute to "negative" outcomes where, for example, young people have negative experiences (e.g. because they feel their views are not taken into account) and become disillusioned or cynical.<sup>34</sup>

This is why youth organisations strive to ensure the quality of the educational programmes they offer and ensure that all the necessary dimensions are taken into account from the preparatory phase of the event until the evaluation afterwards. This concern for and commitment to the quality of the educational work led the European Youth Forum and its member organisations to develop a Framework for Quality Assurance of Non-Formal Education for youth organisations.<sup>35</sup>

<sup>28</sup> For more information, see Sildnik, 2015 and Merino, 2007)

<sup>29</sup> For more information, see Taru, 2010 and Merino, 2007).

<sup>30</sup> Baro, R. J, Education and Economic Growth, 2013, available at: <https://www.oecd.org/edu/innovation-education/1825455.pdf>

<sup>31</sup> For more information, Gretschel et al., 2014 and Frenzel, 2014

<sup>32</sup> Kiilakoski, T. Youth work, volunteering, recognition and employability: defining and recognising competences, 2015, available at: <http://www.alliance-network.eu/wp-content/uploads/2014/12/IVE-Desk-Research-Report-Output-1.pdf>

<sup>33</sup> Cicognani, E et al. Sense of Community and Empowerment among Young People: Understanding Pathways from Civic Participation to Social Well-Being, 2015

<sup>34</sup> Morciano, D et al, An evaluation study of youth participation in youth work: a case study in Southern Italy, 2013

<sup>35</sup> A Manual to support the implementation of the framework was developed. It can be consulted at: <https://issuu.com/yomag/docs/nfeqa-manual-single>



# *chapter 3*

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## **MOVING FORWARD: ENABLING FACTORS TO ADVANCE CITIZENSHIP EDUCATION IN EUROPE**

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As discussed in Chapter 2, youth organisations, through their activities anchored in the principles of non-formal education (NFE), provide opportunities for learners to become active citizens, bringing young people of different backgrounds together to work, and learn from one another. In this chapter we present the vision of youth organisations on what they see and experience as current obstacles for the delivery of citizenship education by both youth organisations as well as by formal education institutions.

Cooperation between formal education institutions and youth organisations being among the top enabling factors to advance citizenship education, we will also present in this chapter some examples of cooperation that may reinforce existing practices and inspire change towards systematic practices. We conclude with some policy recommendations.

## 3.1.— *Barriers and enabling factors for citizenship education*

### ***There are still many barriers along the way...***

As reported in the survey, youth organisations experience several barriers in their delivery of citizenship education and related programmes/projects.

#### **! Lack of resources, particularly financial, to ensure the sustainability of citizenship education programmes**

The limited availability of funding linked to the scarcity of qualified human resources, with the required expertise and competences to train others on citizenship education, hinders the capacity of youth organisations to create long term quality projects that are accessible to all young people, including those from more disadvantaged backgrounds.

#### **! Lack of recognition of the educational work of youth organisations on citizenship education**

The broadness of the topic itself – encompassing many different aspects, thus hard to be translated into a concrete programme – also results in a series of bad practices that perpetuate the opinion of youth organisations not having the capacity to deliver quality education experiences. This is compounded by a lack of social recognition of the importance of citizenship education and a lack of understanding and of acknowledgement of the educational potential of the non-formal methodologies that are employed by youth organisations in these activities.

#### **! Lack of cooperation between formal and non-formal education**

This element was referenced in the survey as one of the main barriers for a proper implementation of citizenship education by youth organisations. From their direct or indirect experience of working with schools, the consulted youth organisations mentioned that schools remain very sceptical towards organisations offering non-formal education and prefer to approach the topic of citizenship education with formal methodologies that are inadequate and fail to engage young people with the topic.

This is mostly due to a lack of proper training of teachers. Teachers are not trained or insufficiently trained on content and effective methodology to address citizenship education as a cross-curricular topic and are not prepared (nor incentivised) to include innovative teaching methods that go beyond theory. This trend is reinforced by the constant cuts to financing of education across Europe and the gradual reorientation of curricula towards quantitative measuring of learning and towards labour market needs. Besides the mounting pressures on schools and teachers to meet with the expected results every year, these developments have also a great impact on the capacity of formal education providers to impart important transversal skills to their students such as critical-thinking, cultural awareness and team work.

#### **! Lack of recognition of the importance of including citizenship in school curricula**

The lack of harmonisation across curricula at national level was also another factor pointed out by youth organisations in the survey. Many schools fail to realise the need for students to experience the concept of citizenship first-hand by the means of youth-led social and political activities organised within the school walls. In fact, many schools, out of fear or misconception, do not allow such activities to take place within the school premises and provide little to no support to student organisations.



### **.... but many factors to enable it to move forward**

Based on their own experiences, youth organisations pointed out in the survey a range of factors that can contribute to enhancing the delivery of citizenship education both by youth organisations as well as by schools. Common factors have been identified as enabling in both settings, and they were regrouped under the following categories:

#### **! Changes to the conceptual approach and content of citizenship education courses and activities**

It is clear for many youth organisations that schools and formal education need to rethink the way they approach education and, particularly citizenship education. As stated in the European Youth Forum's Policy Paper on Global Education;<sup>1</sup>

*Global Education needs to be an integral part of formal education if society wants to address education efficiently and holistically. Global Education has to be embedded in the school culture and be transversally included in all relevant subjects. As Global Education is a participatory process it also requires time and space for student-led initiatives.*

Citizenship education follows the same principles as Global Education since its proper implementation would also require a major rethinking on how education is provided in formal settings. As mentioned in Chapter 2 of this publication, Citizenship education should be a learner-centred, participatory, (inter)active and valued-based peer to peer experience for all young people, as well as an intergenerational learning experience. Moreover, schools should be places that value young people and allow them to discover their roles and responsibilities within their communities. All this can only be achieved by a change of mind-set and of approach to what schools should be and interact with young people.

Youth organisations can and should take an active role in this redefinition by bringing their expertise in as non-formal citizenship providers into the school premises, either by providing training to teachers or by bringing their activities into classrooms. Nevertheless, youth organisations should also be aware of what constitutes a quality citizenship education activity and what is not, always striving to maintain a consistent quality level.

This could be achieved by regular training of their pool of trainers and providing them with the methodological tools and content that are best suited for the groups of young people that they work with. Stronger links between youth workers and academia should also be fostered by youth organisations, since this would help them create better and more consistent activities and projects.

#### **! Changes to the pedagogical approach & learning environment**

Despite the success of some in this field, more youth organisations should reach out to more and diverse young people and create new programmes and pedagogical tools to engage them in their activities. Youth organisations should strive to implement more activities that are suitable for their current capacities and possibilities and aim to be as inclusive as possible in their approach.

Schools should follow a similar strategy by fostering a learning environment that takes into consideration the daily life of its students. The adoption by the school staff of some NFE-based methodologies would be beneficial, allowing teachers' access to new methodological and pedagogical tools that would help them foster more dynamic and peer-learning environments in classrooms. Schools should also foster accessible and safe environments for their students, fighting against any discrimination that their students might suffer within the school premises and promoting a culture of respect and dialogue with one another.

<sup>1</sup> European Youth Forum, Policy Paper on Global Education: a global vision of education – an education for global citizenship, 2008

Another positive factor could be the creation of more reliable assessment tools for measuring the impact of citizenship education in current school systems. While acknowledging that this topic is very complex and that it would require a longer discussion, youth organisations nevertheless believe that this is something to be further explored in the school setting.

The experience of youth organisations with self-awareness and peer-feedback methodologies could provide interesting input into improving the current assessment tools. Moreover, the Council of Europe's Competence Framework for the Exercise of Democratic Citizenship could also provide a guideline for establishing stronger criteria of quality for citizenship education by assessing the competences that students acquire through formal and non-formal activities.

### **! Stronger cooperation with other members of the local community**

Youth organisations should be more involved with the local community in the places where they operate and/or organise their activities (such as developing community targeted projects/volunteering). This would allow youth organisations to reach out to young people that they usually cannot reach but also to show the potential of NFE to deliver quality citizenship education, thus opening more opportunities for (local) government funding and support for similar youth projects.

Similarly, by building stronger cooperation with civil society organisations (including, but not limited to youth organisations), formal education providers could benefit from the expertise of NFE providers in creating engaging activities on citizenship education as well as creating spaces where learners could experience active citizenship first-hand. This cooperation should take place within a defined framework so that learners are not penalised by participating in NFE activities within and out of the school bounds (i.e. through the recognition of credits for extracurricular activities).

### **! More capacity-building and resources (human and financial)**

Youth organisations should maintain investment in capacity-building and knowledge sharing through peer learning, sharing good practices among their members and to other organisations. As previously mentioned, this should be accompanied by regular training of trainers so that the intended purpose of citizenship education and its broader understanding by youth organisations is preserved. Activities that promote the capacity building of multipliers should also be pursued so that youth organisations practices on citizenship education reach out to as many young people and education providers as possible.

This should be reinforced by the creation of more programmes dedicated to increasing the cooperation between the public and non-governmental sectors and favour more sustainable funding available for citizenship education-related projects for formal and non-formal education providers. Moreover, governments should provide to schools more funds so that they can provide more teachers and less overcrowded classrooms. Teacher training in citizenship education should also be prioritised, not only for political science teachers, but rather as part of 'general / key competences' required in teacher training.



## 3.2.— *Building Bridges for citizenship education: inspiring practices of cooperation between youth organisations and schools/ higher education institutions*



Cooperation with partner organisations from youth and civil society, formal education institutions, and other local and international organisations, is crucial for youth organisations to provide the type of quality citizenship education they aim for.

Driven by a deep conviction on the complementarity between formal and non-formal education and its positive impact on quality education, cooperation with formal education institutions, including schools and universities, constitutes an important action of youth organisations. As reported in the survey of youth organisations, over 65% of youth organisations cooperate with formal education institutions in providing citizenship education (or related educational topic) in one way or another.

In spite of some good practices around such cooperation, these happen still too often on ad-hoc basis and are rarely generalised. Interest from the side of youth organisations is there, as expressed by one of our members:

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*“We would love to make more connections with education providers. Next year we are planning to approach national teachers unions for our national advocacy”.*

(AEGEE)

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Below we present examples of such cooperation as collected from our member organisations, clustered around the different ways in which such a partnership may be established based on the context and/or the purpose.

### ! Training teachers on content and pedagogy

One way for youth organisations to cooperate with formal education institutions is actually to be involved in developing trainings for teachers on this specific subject. Youth organisations, through identified youth workers/trainers, share with formal education teachers their competences, expertise and input regarding the content of “citizenship education courses” but above all on the methodology to adopt. Indeed, youth organisations work with non-formal education, an active learning pedagogy that aims at addressing not only knowledge, but also skills and attitudes through participative and experiential processes.

Training for teachers proves to be a very valuable cooperation framework. Moreover, not only do trainers from youth organisations train the teachers, but they can also ensure guidance and counselling in the following months to ensure a quality implementation of the citizenship education courses.



### *Inspiring!*

CEMEA Belgium offers trainings to support teachers (and future teachers) and educators in the school setting to implement and facilitate participatory school structures encouraging active citizenship.

EFIL members, offer training to secondary school teachers on intercultural learning, as part of their lifelong learning path, in particular in Italy, Serbia, Belgium, Germany, Turkey, Czech Republic, Spain. Also, since the exchange programmes run by AFS organisations take place within the school system, relations with teachers are generally close.

### ! Invitations to organise workshops in the framework of “citizenship education” school classes.

In some cases, teachers decide to invite a youth organisation active in the field of citizenship education, peace education and related areas, and propose them to carry out some (or the whole) course on citizenship education in the school. Based on our members’ examples, we notice that this cooperation can be on an ad hoc basis (one workshop once in a while) or a more established cooperation, sometimes with a whole school.



### *Inspiring!*

Europe4Youth, “Class of intercultural competencies” & Youth Council of the French-speaking community in Belgium, “Exclure les exclusions en tout genre”:

Europe4Youth, a member of the Polish National Youth Council, cooperates with Jagiellonian University in Cracow within the initiative called “Class of intercultural competencies” consisting in a cycle of meetings for high school pupils (30 recruited people from different high schools in Cracow) in the university delivering citizenship education (workshops and simulations on political systems, civil society mechanisms, public participation opportunities, etc.). The programme lasts 3 years (during high school) and ends with a reward and extra points for application procedures on Universities and recognition of learning outcomes.

The Youth Council of the French-speaking community in Belgium has developed a project called “Exclure les exclusions en tout genre” and together with other relevant partners (Centre pour l’égalité des chances, l’Institut pour l’égalité des Hommes et des Femmes...), they are carrying out workshops in 6 different schools, aiming at raising awareness and changing behaviour about the perception of inequality and difference.



## *Inspiring!*

EFIL, ACTIVE programme:  
ACTIVE is a European Youth Foundation funded project aimed at including active citizenship content in long-term pupil exchanges, including the implementation of a citizenship project (what they call 'change-making') during or after the exchange. The manual of activities will be published soon: [www.afsactivecitizens.org](http://www.afsactivecitizens.org)

### ! **Specific programmes developed by youth organisations**

In certain cases, youth organisations develop specific programmes on citizenship education for young pupils with whom there are in contact through their activities, for instance student exchange programmes.

### ! **Structured cooperation between formal and non-formal education providers.**

In spite of the good practices illustrated above, the cooperation between formal education providers and non-formal education stakeholders happen still too often on ad-hoc basis. The European Youth Forum as well as its members are keen to see more and better citizenship education within the classroom and are actively working to foster stronger and more structured cooperation with formal education providers. One of the key conditions for youth organisations to be able to better cooperate with schoolteachers on that matter, is that citizenship education become part of the curricula.

Another way of cooperation between schools and youth organisations is the promotion by schoolteachers of the participation and engagement of their students in youth

organisations, in order to experience first-hand active citizenship. Yet, when this offered it is sometimes compensated with the ECTS credits, it becomes a "mandatory" choice for school students. However, the Youth Forum strongly defends the voluntary aspect of engaging in youth organisations, and does not support the promotion of youth organisations if it transforms this experience into an obligatory action.



## *Inspiring!*

The Croatian Youth Network, Initiative for quality integration of civic education into schools:

The Croatian Youth Network is coordinating a group of NGOs that are advocating for full integration of citizenship education into the Croatian school system. This project also works directly with young people (through training, education, workshops, developing education tools) on gathering knowledge and developing their skills for being responsible active citizens.

It is clear by the examples cited above that a stronger cooperation between formal and non-formal education actors in the context of citizenship education is possible and beneficial for both parties involved. Thus, the Youth Forum believes that there is a need for better recognition by teachers (and other formal education actors and stakeholders) of the educational work of youth organisations and the organisation of fora of exchanges that connects all these actors, including specific activities bringing together formal education and NFE practitioners. This would weaken the resistance and restlessness in cooperating and learning from each other and would open a wealth of new opportunities in terms of citizenship education in both formal and non-formal settings.

## **Youth's recommendations for quality citizenship education in today's Europe**

In this section, we provide an overview of principles and recommendations for measures that could improve the implementation of citizenship education in both formal and non-formal education settings. Though this exercise, we wish to give our contribution to the current debate about potential solutions to improve the contents and the delivery of citizenship education in Europe, as well as facilitate the consensus regarding the issue and ways to address it. These recommendations are by no means exhaustive, and there is no assurance that a good practice from a particular country would be effective in another.

### **! Youth Forum member organisations' views of possible solutions**

As part of its survey, the European Youth Forum invited its member organisations to share their claims regarding citizenship education. The member organisations that replied to our survey expressed a coherent view of the issue at all levels of decision-making and proposed several solutions.

One of the most mentioned solutions is the **need for mandatory citizenship education in school curricula at all levels of formal education**. Our member organisations believe that citizenship education should have a stronger presence in schools and, at European level, incentives should be put in place to support and monitor the development and implementation of citizenship education in curricula across Europe.

Additionally, our member organisations call for **a rethinking of citizenship education in formal education settings**, both in terms of content and teaching methods. They claim that citizenship education should aim to shape democratic citizens and provide every young person with all relevant information needed to take part in local and national political life as active citizens.

**Schools also need to change in order to promote this new approach:** they should become spaces of emancipation — not social reproduction — where critical and original thinking is allowed and encouraged by the culture of the school itself. They should become inclusive and safe environments for all students and they should give to individuals the necessary tools to form an individual and independent opinion on political matters. Lastly, school culture should also become more democratic in its approach, integrating all relevant parties (including students) into all levels of decision making processes that are relevant for the organisation of school life.

It is also clear for the Youth Forum's member organisations that **all young people have the right to quality education, including citizenship education**. All young people should have access to free education, with no hierarchy of knowledge, of education paths or anything that could reinforce existing discrimination and inequalities. Young people, through schooling, should also have access to and experience of culture; as well have a space where they can express themselves artistically and creatively.

Lastly, our member organisations believe that the **all European States should support and recognise youth organisations as quality education providers, particularly of citizenship education**. Youth organisations and their non-formal approach to citizenship education is crucial for young people to develop citizenship competences, which are necessary to motivate them to become locally active as autonomous citizens.

Thus, **barriers to youth work (including at a international level) should be gradually removed, and youth mobility and international exchanges should be promoted** and supported in order to foster intercultural learning and a sense of common belonging among young people. Lastly, all European States should involve young people at all levels of decision-making and adopt a youth-centred approach to policy making, particularly in the field of education.



**! The European Youth Forum recommendations for better implementation of citizenship education in Europe**

The European Youth Forum is continuously working to empower young people to participate actively in society as well as representing and advocating their needs and interest and those of their organisations. Over the years, we have developed several recommendations regarding quality education and citizenship education.

**! Free and equal access to quality education for all**

Education is a human right and all young people are entitled to a quality education. Given the interdependent and interrelated nature of all human rights, fulfilling this right means contributing to the right to life with dignity and to the development of young people as autonomous, supportive, responsible and committed citizens. The European Youth Forum calls for free and equal access to education, as part of a commitment to quality education for all. The Youth Forum considers access and quality as indivisible elements for the exercise of the right to education.

The European Youth Forum views education as a lifelong and life-wide learning process that pursues the objectives of personal and professional fulfilment, social inclusion and active citizenship. Education should not only enable young people to build up their personal and professional competences, but also to learn to be part of multicultural and complex societies and to take up the rights and responsibilities that this entails. Therefore, as recognised duty-bearers of all human rights, states are responsible for the fulfilment of the right to education and should be made accountable for the education that young people have access to. Governments should take the necessary steps and measures to invest in educational opportunities for young people, life-long and life-wide.



Finally, despite budgetary pressure, education should not be considered a monetary burden, but rather a strategic long-term investment for society: education has a value in itself. Investment in education should therefore be excluded from deficit targets.

**! Foster an on-going and Europe-wide dialogue on a common understanding of citizenship education.**

This dialogue should happen among all actors, including political institutions from the local to the European level, both youth organisations and other formal and non-formal education providers, and, aimed at finding and defining a holistic and learner-centric approach to citizenship education that provides young people with the skills and competences they need to be confident and effective in democratic processes. This would include political skills, social engagement, embracing new and different forms of youth participation and political activism, and financial, digital, and media literacy. Such discussions should also lead to concrete implementation measures.

European and global-wide political processes that aim to promote citizenship education should receive continuous promotion, investment and further development in order to continuously foster a debate on citizenship education at an European and global level. Lastly, the European institutions, particularly the European Commission, should provide the space for a pan-European discussion on citizenship education, and should encourage Member States, education providers, and other stakeholders, to implement the necessary measures to ensure quality citizenship education for all. The global dialogue led by UNESCO to define Education for Global Citizenship could provide to the EU a useful framework to this inter-governmental discussion forum.

**! Recognising the added value of a more holistic, participatory and learner centred approach to citizenship education.**

The European Youth Forum believes that learners should take an active role in their own learning, becoming agents of change within the educational process. Education must be driven by the role that the learner is to play in this process. By putting the learner at the centre of the education process, we provide them with the opportunity to take responsibility for their own learning; this in turn reinforces their confidence in their capacities and their motivation to learn.

A learner-centred approach also implies bringing the educational experience close to real-life concerns of the learner and their community through participatory activities, where young people are given incentives to work with their peers or their local community through specific projects. Therefore, a learner-centred approach to citizenship education means putting education at the service of the learner's dispositions, needs, capacities and possibilities, to be developed, lifelong and life-wide, to their full potential as a citizen.

**! Support and recognise youth organisations and other non-formal education civil society organisations as key quality providers of citizenship education in the non-formal education system.**

The key educational role of youth organisations and other non-formal education civil society organisations should be recognised and supported. Being part of the range of social and political actors of society, youth organisations and other civil society organisations serve as a kind of laboratory for active citizenship. By participating in these organisations, young people have the opportunity to engage in activities/actions that enable them to experience first-hand the principles and practical aspects of democracy. Being youth-led and democratic, youth organisations have their own internal decision-making and participatory processes; democracy and participation are therefore intrinsic to youth organisations' culture. As a result, by engaging in them young people "live" a culture of active participation and responsibility, and naturally put into practice civic and political competences.

**! Recognising non-formal education and the validation of competences gained in this setting.**

The European Youth Forum and its member organisations have long been engaged in the debate on recognition of non-formal education and have actively contributed to the knowledge and legislative developments in the area of lifelong and life wide learning. Non-formal education is an organised process that gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called 'soft skills') include a wide range of competencies such as interpersonal, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

Youth organisations are the most important providers of non-formal education and the framework they offer is a determining factor for quality of non-formal education with a long-term impact. Moreover, the structure of democratic youth organisations gives young people the possibility to experience and learn about the principles of participative democracy and active citizenship.

Validation offers the opportunity to take a holistic approach to education by acknowledging the contribution of non-formal education to the development of key competences and, in turn, the complementarity between formal and non-formal education. Developing validation arrangements at the national level will provide young people with an opportunity to give value to the competences they have acquired outside formal education. Validation includes the wide range of knowledge, skills and competences acquired through non-formal and informal learning and it encompasses key transversal personal and social competences that promote young people's constructive and active engagement in civic and political life. Lastly, altogether validation represents a high return on investment in terms of social welfare, social inclusion, participation and wellbeing by offering an alternative path to social integration and economically disadvantaged groups.



### **! Encourage partnerships between formal and non-formal education providers**

There is a clear need for a change of mind-set regarding the quality and value of non-formal education and informal learning and of the educational work of youth organisations. Fostering and enabling more partnerships between formal and non-formal education is seen by the European Youth Forum as the best way to create bridges and change views on the potential of non-formal education among formal education actors. This requires creation of opportunities to meet and discover each other's work, as well as cooperation mechanisms at local, regional and national levels in order to build trust and understanding. It would also require a simplification of administrative procedures to invite and allow youth organisations to work in schools.

It would be seen as beneficial to organise fora of exchanges that connect all these actors, including specific activities bringing together formal education and NFE practitioners. This would contribute to reducing any resistance to cooperating and learning from each other. Additional funding opportunities at all levels (both European as well as national and local) to support the development and implementation of projects that encourage cooperation between formal and NFE providers for the provision of citizenship education would also be beneficial.

### **! Promote long-term commitments towards quality education and quality citizenship education at a national level**

Quality citizenship education should not become a political instrument and should not be subjected to constant restructuring and curricular changes at every change of government in power. Citizenship education should be included in all school curricula, through multi-lateral long-term agreements that reflect a common understanding of the topic as a crucial prerequisite to promote active, sustainable and participatory citizenry in their societies. While conceiving the citizenship education courses to be included in school curricula, Governments should also keep in mind the holistic, inclusive, non-discriminatory and norm-critical approach to citizenship education proposed in this publication.

### **! Ensure the presence of youth in key decision-making bodies related to education**

Political recognition is key in order to consider including youth organisations and NFE providers in the discussions regarding educational policies implemented in member states. The European Youth Forum calls for political recognition of the role and impact of youth organisations and other NFE providers as quality education providers and to ensure their presence as an active partner in relevant decision making bodies at all levels related to education policy. The Youth Forum also calls for formal education institutions to be more democratic in their organisation and ensure that pupils and their representative structures are included in the decision-making structures and processes of their institutions.

### **! Provide resources for training programmes for teachers, school heads and other educators in the field of citizenship education.**

A serious obstacle to the creation of successful citizenship education programmes in both formal and non-formal educational environments is the lack of appropriate professional development of citizenship educators. The establishment of stable financing of such programmes should become a priority for policy-makers, as should the development of specific training programmes or other support measures to help school heads foster and contribute to democratic school cultures, thus establishing an effective environment for the teaching and learning of citizenship studies. Governments should also re-evaluate the workload of teachers so that they have enough time to train themselves.

Youth organisations, through identified youth workers/trainers, could share their competences, expertise and input regarding the content of citizenship education programmes with formal education teachers, but above all on the methodology to adopt. Moreover, not only can trainers from youth organisations train the teachers, they can also ensure guidance and counselling in the following months to ensure quality implementation of the citizenship education courses.

**! Establish monitoring systems regarding the implementation of commitments related to the promotion of citizenship education.**

Policy and decision-makers at local, national, European and global levels should accept their responsibility to bring about sustainable reforms to quality education and should establish monitoring systems to evaluate the quality and the extent of the implementation of the different commitments made by Member States about citizenship education. At the Council of Europe level, the implementation of the recommendations as outlined in the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education should be prioritised.

At European Union level, much more should be done regarding the implementation of the measures outlined in the Paris Declaration of European Union Education Ministers and, in particular, to implement Article 165 (2) of the Lisbon Treaty that stipulates that EU Action should be aimed at encouraging the participation of young people in democratic life in Europe. We thus call on the European Commission to set up a long term agenda for coordinating citizenship education among EU members states, so young people learn international and European concepts and values and are equipped with the competences to actively and responsibly participate in our democratic societies.

At UN level, more concrete efforts by Member States are needed regarding Target 4.7 of the Sustainable Development Goals<sup>2</sup> in order to guarantee the necessary conditions for its implementation by 2030 since many of its elements are complementary to quality citizenship education and the promotion of human rights.

**! Create benchmarks for citizenship education in Europe, based on long- and short-term goals.**

Efforts should also be made to create consistent and consensual benchmarks for citizenship education provision in formal and non-formal education settings. At Council of Europe level, this could be achieved by the implementation by Member States of the recommendations of the Competences for Democratic Culture framework, launched in April 2016. At EU level, the European Commission could contribute to the setting of standards for quality citizenship education at EU level – by setting out the direction of a European citizenship education action roadmap. One concrete proposal could be to set up a European knowledge centre on European citizenship, which could be a virtual library of methodology and content that could inspire national curricula centres.

<sup>2</sup> By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development





## **BIBLIOGRAPHY AND ANNEX**

## Chapter 1

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## **The survey**

The survey gathered information on: organisation's understanding and approach to citizenship education, the related objectives and how it fits in its mandate; the way in which citizenship education is provided (ie., through specific programmes or mainstreamed throughout their work); target groups; cooperation with formal education institutions and other relevant partners; and evidence on impact of their work.

From the survey, we received 22 valid<sup>1</sup> responses from different types of youth organisations: international non-governmental youth organisations (40%), national youth councils<sup>2</sup> (40%) and youth organisations operating at national level (20%) and who are members either of an international non-governmental youth organisation or of a national youth council. Together they represent 11 different countries across Europe: Belgium (with several having a European scope), Germany, Portugal, Azerbaijan, Romania, Armenia, Sweden, Finland, France, Slovenia, Czech Republic.

As part of the survey, we also gathered information on 40 different citizenship-education related programmes/activities run by youth organisations across Europe (either at local and national level or at European/international level)

## **QUESTIONNAIRE TO MOs ON CITIZENSHIP EDUCATION**

**17 Feb to 8th March 2016**

This questionnaire has been prepared by the European Youth Forum (YFJ) to gather information on the work of youth organisations in providing citizenship education (or similar type of education).

**Who this is for?:** YFJ member organisations and their member organisations.

Please send only 1 questionnaire per organisation (so check with your colleagues before replying!).

We encourage you to gather information from your own members, or to mobilise them to fill in the questionnaire based on their own work.

**What is it about?:** The questionnaire includes questions to gather information on the organisation's understanding and approach to "citizenship education" (or similar), the type of programmes provided, examples of cooperation with formal education providers, evidence of impact, challenges and success factors, key policy claims, and resources available to implement citizenship education.

**Clarification on the term "citizenship education":** By "citizenship education", we refer to a dynamic learning process that equips young people with the necessary knowledge and understanding, skills, attitudes and values to exercise their rights

and take up their responsibilities as active and responsible citizens in society, and to engage in constructive social relations while contributing to building peaceful, inclusive and open-minded societies; the idea of empowerment, sense of belonging to a common humanity and "glocal" approach is intrinsic to citizenship education as we understand it. Thus, from our perspective citizenship education encompasses several dimensions: political and legal, social, cultural, and global dimension.

This concept is therefore very much interlinked with other concepts, such as intercultural education, peace education, global education, civic education, etc.

In your organisation you may use different terms to refer to what we call "citizenship education". That is fine, so please fill in the questionnaire taking into account this.

**Time:** it will take around 35min to fill in the questionnaire. You may need to check with other people to fill in all parts.

<sup>1</sup> From the 42 responses received to the survey, some where either empty or with just the contact details of the respondent/organisation.

<sup>2</sup> A National Youth Council is an umbrella organisation of youth organisations in a country.

### **Background about the Publication on Citizenship Education:**

This questionnaire is part of the data collection for the publication on citizenship education that the YFJ is preparing, as part of its call for the right to quality education in its project «Inclusive Europe» (2015–2016 Work Plan).

This publication aims to provide evidence on how citizenship education is provided in youth organisations and serve as an inspiration for other educational stakeholders, particularly formal education providers, who provide or wish to provide it. The information included is expected to provide supporting evidence for policy and decision-making on the topic of citizenship education and support the YFJ advocacy work for the recognition of NFE and youth organisations and the inclusion of citizenship education in the school curricula in Europe.

The publication will present and analyse the way youth organisations provide/address citizenship education and their contribution to young people's competences development for active citizenship and social inclusion, while offering a critical analysis on the pedagogical approach citizenship education requires. The publication will also reflect on the situation of citizenship education in the school system and how youth organisations practice of this subject can inspire them, including with examples of cooperation between youth organisations and formal education institutions to cooperate.

1. Your name

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2. Name of your organisation

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3. Where is your organisation based?

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4. Is your organisation...

National Youth Council (NYC)

International  
Non-Governmental Youth  
Organisation (INGYO)

A member of a NYC/INGYO

5. Your role/position in the organisation

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6. What is your organisation's understanding of "citizenship education" and its connections to similar terms (eg. civic education, global education, intercultural learning, human rights education, peace education, etc). Please also provide the reference of any document presenting the position of your organisation on this, if any.

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7. How does citizenship education (or similar term) relate to the overall work/mandate of your organisation?

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8. Does your organisation (or your member organisations) run any kind of programmes/projects/activities that could be referred to as "citizenship education" (or a similar term) and/or respond to the overall objectives of this education (see YFJ definition above).

Yes  No

9. If you answered "Yes" to the previous question, please specify how your organisation provides citizenship education:

We run specific programmes/projects related to citizenship education (or similar)

We mainstream the objectives of citizenship education (or similar) in our regular activities

We do both (specific programmes/projects and mainstreamed)

Please provide additional information on the programmes/projects/activities your organisation (or your members) runs on citizenship education (or similar) or where citizenship education is mainstreamed - Up to 5

10. Specific Programme/Project/Activity on citizenship education (or similar) - No.1

Name/Title

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Type of programme/context where it takes place

-----

Duration

-----

Themes/topics addressed

-----

Objectives

-----

Expected competences developed

-----

Target Group (profile, background, age)

-----

Pedagogical approach/methodology used (including specific techniques, such action-planning, monthly reflections coaching, etc)

-----

Cooperation with other organisations/institutions (including formal education)

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Links to additional online information, reports, etc

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12. Do you have any specific programmes/projects/activities related to citizenship education (or similar fields) that target disadvantaged youth? If so, please provide information on the programme, objectives, profile of participants, etc.

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13. Does your organisation (or member organisations) cooperate with formal education providers in providing citizenship education (or related field) in any way? (eg. teacher training, delivery of thematic workshops, development of joint programmes, etc.)

Yes  No



## **Good practices on citizenship education by youth organisations**

Below you can find additional information and links to the programmes, projects and activities mentioned in part 2.2 of Chapter 2 of this publication. This list was compiled from the information provided to us during the survey and it is not by all means exhaustive but it provides an excellent overview of the variety and quality of our members work in the field of citizenship education.

### **Volunteering**

**Organisation:** Don Bosco Youth-Net (DBYN)

**Name of Project:** Streetwise Training Programme

Part of the larger, « En Route-Don Bosco Volunteers for Human Rights » project, 'Streetwise' is a 4-day seminar aimed at transforming an international voluntary experience of returning volunteers into active citizenship in local community. Aimed at young people returning from voluntary service abroad (18-25), the programme focus on project management skills to enable them to take on an engagement in their local communities and multiply the learning experience within their sending organisations as well as improving the experience for other returned and for future international volunteers

**Website:** <http://enroute-dbvolunteersforhre.weebly.com/streetwise.html>

**Organisation:** Youth for Exchange and Understanding (YEU)

**Name of Project:** International Youth Convention

The International Youth Convention is an annual event, open to YEU and non-YEU members and promotes the greater involvement of young people from disadvantaged backgrounds in youth exchanges. The event is organised as a International Youth Exchange, bringing together young people from across Europe and North Africa, and is organised in three phases: 1) home stays with local young people; 2) group reflections using NFE topics related to intercultural diversity in isolated locations; and 3) intercultural learning in practice in local community using NFE methods and dissemination of results.

**Website:** <http://www.yeu-international.org/>

### **International exchanges/events**

**Organisation:** Scouts Guides de France

**Name of Project:** 2015 « You're Up » Jamboree

The Jamboree was an 8-day scout gathering organised in 2015 by the Scouts Guides de France that gathered around 15000 young people in Strasbourg (5000 European scouts and 10000 French scouts between 14 and 17 years old). Though the practice of twinning – joining a French unit of scouts with an European unit – young people were able to experience firsthand diversity, leadership and develop their sense of European citizenship and community. A final resolution for the Future of Europe was drafted by the Participants and was presented to President of the European Parliament, Martin Schultz

**Website:** <http://caravane.sgdf.fr/rubrique-jamboree-you-re-up>

**Organisation:** CISV International

**Name of Project:** International People's Project

An international community-based programme for people aged 19+, lasting 14-23 days. International People's Projects (IPPs) are locally run projects that benefit a community and its environment. In partnership with local organisations, a group of volunteers from at least four different countries work together on a community project, such as combating environmental degradation, support for immigrants or an arts-based regeneration scheme. Around 25 volunteers participate in each IPP, including the preparatory team.

**Website:** <http://www.cisv.org/cisv-programmes/international-peoples-project/>

### **Regular local group meetings/activities**

**Organisation:** ATD 4rt Monde

**Name of Project:** Université Populaire Quart Monde

Created in 1972, the Université Populaire Quart Monde is a space of dialogue and mutual learning between young adults and adults living in great poverty and other fellow citizens. In this peer learning space, everyone is invited to share their ideas, opinions and knowledge with others in a

safe environment where everyone is valued. It is also a space of capacitation for activism and for the creation of new projects/ideas.

*Website:* <http://www.atd-quartmonde.org/nos-actions/penser-agir-ensemble/universite-populaire/>

### **School and host–family based exchange programme**

**Organisation:** EFIL – European Federation for Intercultural Learning

**Name of Project:** European Citizenship Trimester Programme

This project, aimed at 15–18 year olds, provides an immersion in another culture for 3 months focusing on intercultural learning with an additional strong focus on active European citizenship. At the end of the exchange experience, just before coming back to their home country, all participants meet at the ECTP Camp in Brussels to share their experience, attend workshops on active citizenship and visit the EU institutions.

*Website:* [www.ectp.eu](http://www.ectp.eu)

### **Thematic projects**

**Organisation:** CRDM – Czech National Youth Council

**Name of Project:** Kecejme do toho (Have Your Say)

Originally pilot project trying to set up national Structured dialogue of Youth became for several years a national project involving also the connection to the EU Structured dialogue with young people, « Have Your Say – Structured Dialogue of Youth” is a project helping young people to express their opinion on public issues connected to young people’s lives, actively engage with the current political debates around the hot topics and foster new on how to increase young people’s political participation. Project activities are planned in relation to the school year and the outcomes produced are spread around all relevant stakeholders – eg. politicians, civil servants, civil society and media spread to the world –

*Website:* <http://www.kecejmedotoho.cz/english>

**Organisation:** ACTIVE – Sobriety, Friendship and Peace

**Name of Project:** Human Rights Generation – Freedom in the 21st century

“Human Rights Generation – Freedom in the 21st century” was a year–round European series of seminars (Germany, Romania, Belgium) about understanding the concept of human rights and how they are currently being enforced/infringed in Europe. Around 130 stories from people across Europe were collected and sent in postcards to members of the European Parliament and many participants were given the tools and knowledge for a better understanding and awareness of Human Rights and, particularly, on the issues of equality, gender and minorities rights

*Website:* <http://activeeurope.org/index.php/news/item/419-our-week-in-brussels-the-final-stage-of-the-human-rights-generation-project.html> and <https://www.youtube.com/watch?v=SRQXsU2l7qc>

**Organisation:** ANOSR – The National Alliance of Student Organisations in Romania

**Name of Project:** Next Junior Project

The Next Junior project aims at developing leadership and organisational management skills for student organisations members. The Programme is composed of a series of training sessions for members of the student organisations with the purpose of growing the federation by developing future student movement leaders.

*Website:* <http://www.anosr.ro>

**Organisation:** Katholische junge Gemeinde (KjG) in cooperation with FIMCAP – International Federation of Catholic Parochial Youth Movements

**Name of Project:** YOUrope

Launched in 2014, the YOUrope project aimed at capacitating FIMCAP members to lobby and advocacy for youth rights at an European level. In collaboration with other members of FIMCAP, young people worked in 2014 from Lent time to the European elections in different workshops that resulted in the creation of advocacy toolkits that could be used by their members (but not–only) in their work on the following topics: volunteering, right to work, right to free expression and information, right to social security and right to non–discrimination There were in total 3 stages of the project: activities in local groups during Lent time, a big national seminar in Bonn and then again activities in local groups ahead of the elections.

*Website:* [http://fimcap.org/images/media/link/Link\\_2014\\_3\\_en.pdf](http://fimcap.org/images/media/link/Link_2014_3_en.pdf)

**Organisation:** FIMCAP – International Federation of Catholic Parochial Youth Movements

**Name of Project:** Ambassadors on children's rights

Aiming at making their member organisations aware about children's rights, and to stimulate the local youth leaders of our member organisations to work on the topic, the "Ambassadors of Children Rights" project worked with several local youth leaders (age range 20–30) for a year on the topic of children's rights, in order to become true "ambassadors on children's rights". They were trained in the topic of children's rights and stimulated to spread their experience in their own organisation and community. This project continued follow-up projects at local level in four different continents.

**Website:** <http://www.crossculture.dk/wp-content/uploads/2014/06/Ambassadors-of-childrens-rights.pdf>

**Organisation:** IFM-SEI – International Falcon Movement – Socialist Educational International

**Name of Project:** IFM-SEI Peace Seminars

By organizing these seminars, IFM-SEI aims to endow young educators with skills necessary to work on the topic of peace. The 45 participants present at the 2015 seminar edition came from Europe and the Middle East. The seminars provided the space for participants to develop concrete educational plans to promote peace and solve conflicts in schools, their organisations and local communities. To achieve these objectives, the seminar was run using non-formal educational methodology, including discussions, simulation games, exhibitions and other creative activities. Throughout the week, participants debated on their idea of peace and could learn about instigating peace processes through education and share good practices and challenges on the topic. In addition, to the participants identify further learning needs for their organisations and shaped a common view concerning education for peace taking into consideration their respective backgrounds.

**Website:** <http://ifm-sei.org/christine/ifm-sei-peace-seminars/>

**Organisation:** OBESSU – Organising Bureau of European School Student Unions

**Name of Project:** Tools in Schools – Students Get Organised

This one-year-long project aims at fostering and enhancing school students participation in education systems and hence, in society as a

whole. Through this project, OBESSU will try to achieve in 2016 the following objectives: 1) to build the capacity of school students to take an active role in society and schools for defending their rights and interests; 2) to strengthen already existing school student structures and provide them with tools to reach out to unorganised young people; 3) to support school student initiatives creating an online platform for collecting educational materials that will support school students to get organised, discuss and promote youth participation; 4) to facilitate the sharing of experiences around Europe on school students and youth participation, and to give the space for school students to connect and network with each other.

**Website:** <http://www.obessu.org/tools-in-schools-coordinating-the-coordinators#more-8303>

**Organisation:** ACTIVE – Sobriety, Friendship and Peace

**Name of Project:** Democracy is Dialogue

Launched in 2012, the Democracy is Dialogue project is a yearly project consisted of two **international seminars** in Brussels and **six national seminars**. The project is about learning-by-doing, in true non-formal education spirit, and empower young people to advocate for their visions of society and to be able to formulate their needs and visions in a way that they can actively and effectively participate in democratic processes on local, national and EU-level.

**Website:** [http://www.activeeurope.org/index.php?option=com\\_k2&view=item&id=86:democracy-in-dialogue&Itemid=648](http://www.activeeurope.org/index.php?option=com_k2&view=item&id=86:democracy-in-dialogue&Itemid=648)

## Summer programmes

**Organisation:** European Students Forum (AEGEE-Europe)

**Name of Project:** AEGEE Summer University

Aimed at higher education students (18–28 year olds), the Summer universities are spaces that allow young people, for a period ranging from 14 to 24 days, to discuss, learn and explore in depth, through seminars, workshops or/and training courses a wide range of subjects such as active citizenship, civic education, human rights education and/or intercultural communication

**Website:** <http://www.zeus.aegge.org/portal/working-groups-2/civic-education-working-group/summer-universities-that-matter-in-2016/>

**Organisation:** CIVS International

**Name of Project:** Seminar Camp

The annual Seminar Camps are for 30 international participants, from over 10 different countries and from at least 2 different continents, with the supervision and assistance of international adult staff. The personally challenging, intensive programme is coordinated by the young participants themselves. They develop their own agenda and explore global issues based on their backgrounds and interests, through activities and in-depth discussions.

**Website:** <http://www.cisv.org/cisv-programmes/seminar-camp/>

**Organisation:** CIVS International

**Name of Project:** Step Up

CISV's Step Up programme encourages young people to take a leading role in planning and organizing activities. The participants and their adult leaders use CISV's peace education to guide the theme of the camp around which they plan activities, such as identity, democracy, or environmental protection. Step Up delegations come from nine countries and are comprised of four young people, 2 girls and 2 boys, who are accompanied by an adult leader. The camp is coordinated by adult staff.

**Website:** <http://www.cisv.org/cisv-programmes/step-up/?CISV%20Step%20Up%20programme>

### **Manuals, Publications, Research studies**

**Organisation:** European Students Forum (AEGEE-Europe)

**Name of Project:** Civic Education Reloaded (upcoming)

Together with external partners, including the European Civic Forum, AEGEE set up a project outline for project called 'Civic Education Reloaded'. This project will aim at conducting research in at least 15 European countries/regions, supported or performed by locals, in order to define challenges in the legislation and implementation of formal civic education, which can serve as a basis for localised proposals for civic education improvements in the future.

**Website:** <http://www.zeus.aegge.org/portal/join-the-civic-education-working-group/>

**Organisation:** International Falcon Movement – Socialist Education International (IFM-SEI)

**Name of Project:** Peace Education Handbook

At the end of 2015 – IFM-SEI's Peace Education Year – IFM-SEI published a handbook of educational activities based around peace education. The manual has sections on 'Understanding conflict', 'Transforming conflict' and 'Making Peace' with activities for all different ages, and that can be used on group nights, on camps or seminars, as an experienced group leader, peer educator, or someone who is running a workshop for the first time.

**Website:** <https://issuu.com/ifm-sei/stacks/2ccc5ef9659c443e9627a201de4b683b>

**Organisation:** OBESSU – Organising Bureau of European School Student Unions

**Name of Project:** Manual for School Students

In 2006 OBESSU developed a Manual for School Students which was revised in 2015. Written by and for school students, the manual is a tool aiming at encouraging participation of school students, giving them concrete tools and knowledge necessary to create, run and develop a democratic school student structure. This Manual has been used all over Europe by different school student organisations and movements as a weapon to chance and improve the education systems in their countries.

**Website:** [http://issuu.com/obessu/docs/manual\\_for\\_school\\_students\\_-\\_final\\_/?e=2975141/36521621](http://issuu.com/obessu/docs/manual_for_school_students_-_final_/?e=2975141/36521621)

**Organisation:** EFIL – European Federation for Intercultural Learning

**Name of Project:** ACTIVE

Under the framework of the ACTIVE Project, EFIL launched a manual of Activities, with a set of 10 activities split into before, during and after the exchange. The activities guide exchange participants to bring intercultural competences and change-making in their host-family and home community.

**Website:** <http://afactivecitizens.org/download/activemanual/>

### **Training workshops (internal to members or external)**

**Organisation:** CEMEA Belgium

**Name of Project:** Training of Teachers

CEMEA Belgium offers trainings, between 2 or 3 days long, to support teachers (and future teachers) and educators in the school setting to implement and facilitate participatory school structures encouraging active citizenship.

*Website: n/a*

**Organisation:** EFIL – European Federation for Intercultural Learning

**Name of Project:** Annual Workplan ‘Citizenship education: Contributing to a more just and peaceful world’

In 2016 EFIL focused on the topic of citizenship education thanks to the financial support of the European Youth Foundation. Within the annual workplan EFIL run three activities: 1) the project ACTIVE with the objective to raise awareness within the AFS network about the link between intercultural learning and active citizenship 2) a Volunteer Summer Summit gathering 200 people and offering workshops and field visits on the topic 3) a Training for Trainers

*Website: <http://afsactivecitizens.org> and <http://efilsummersummit.org/2015/> (Outcomes)*

### **Study/field visits and sessions to learn more about a specific topic and/or reality**

**Organisation:** Bayerischer Jugendring (Bavarian Youth Council – BJR)

**Name of Project:** Youth Migrants on the Move in Europe

The BJR organised in 2015 a study visit to Naples in order to provide to its members a broader understanding of the migration situation for young people in Europe and learn about different ways of cooperation and work with minor refugees. They also organised a similar trip under the same project to the Baltics countries in order to better understand the heritage of the soviet occupation and oppression in the region

*Website: <https://www.bjr.de/themen/internationales/veranstaltungen.html#c5113>*

**Organisation:** European Students Union (ESU)

**Name of Project:** Student leaders for human rights, democracy and peace  
The European Students’ Union (ESU) in cooperation with the Youth Department of the Council of Europe, regularly organizes study sessions for its members (but also for other young people) on several topics. In 2016, ESU will organize the session “Student leaders for human rights, democracy and peace” which will explore how to develop higher education as a means for democratic innovation and social inclusion and build the organisational capacity of student representatives in the field of human rights, democracy, peace and equality in education, using non-formal and peer learning approaches.

*Website: <http://www.esu-online.org/news/article/6001/Call-for-participants-Study-Session-Student-leaders-for-human-rights-democracy-and-peace/>*

### **Global/International projects**

**Organisation:** International Falcon Movement – Socialist Education International (IFM-SEI)

**Name of Project:** Partnerships for Participation

The Partnerships for Participation project ran throughout 2015 and strengthened our work on empowering young people to participate in external decision-making. The project sent 10 global EVS volunteers from our member organisations to others across the world to work with teenagers in their local communities. They helped to promote the active participation of children in decision-making and showed that with safe and meaningful participation structures in place, teenagers can work effectively with decision-makers to have their opinions heard. At the end of the project, we produced a Handbook to raise awareness of the importance of child participation and to support educators to empower children and young people to participate in decision-making

*Website: <http://ifm-sei.org/publications/partnerships-for-participation-handbook-on-child-participation/>*

**Organisation:** International Federation for Educational Exchanges of Children and Adolescents (FICEMEA)

**Name of Project:** CEMEA Senegal

Though its international network, FICEMEA is able to create projects that promote and advocate for the values of education and active learning methodologies in many countries in the world. For example, through the work of its affiliate CEMEA Senegal, FICEMEA ran a training of trainers and promoted the creation of communal local radios through which it promoted the values of solidarity, active participation and volunteering.

*Website:* n/a

### Conferences/Open Discussions/Consultations

**Organisation:** Slovenian National Youth Council (MSS)

**Name of Project:** "Mladi odločajmo"

As part of EU Structured Dialogue framework, MSS has been implementing a national structured dialogue project for young people, youth organisations, and other organisations working with young people, youth councils of local communities and local and national authorities, with a view to achieving common objectives for better social inclusion of young people, focusing on their employability and awareness of acquired competencies. In the first part of consultations students are invited to prepare analyses of their local environment with the help of a team of youth trainers (two per twenty students) and the use the non-formal methods and techniques to motivate young people to take part in democratic decision-making.

*Website:* <http://mss.si/>

**Organisation:** Armenian National Youth Council (ANSA)

**Name of Project:** Discussion on the new Constitution of Republic of Armenia

The ANSA was invited by the Educational department of Parliament of the Republic of Armenia to an open discussion around the differences between the old and new Constitution, in particular regarding education. The ANSA and its members had the opportunity to discuss and compare the articles on education during the preparation week and, during the meeting with the representative of Educational department of Parliament, they had a discussion on the points they haven't understood or liked.

*Website:* <http://www.ansa.am/>

**Organisation:** Czech Council of Children and Youth (CRDM)

**Name of Project:** "Vím proč volím" – I know why I am voting

"I know why I am voting" was the name of a nationwide campaign to promote civil participation of young people during the and Czech parliament elections, aiming at encouraging young people throughout the Czech Republic to participate in these elections. The project started on promoting the national elections in autumn 2013 and brought political parties manifestos analyses, discussions of politicians with youth and promotion of the youth interests toward political parties. Later on it became part of the larger League of Young Voters campaign, the project took form of a series of 14 concerts in various cities throughout the Czech Republic. They held during April and May, both in clubs and open-air performances with popular bands and DJs. The program was accompanied by a variety of complementary activities, discussions and workshops organised by associated non-profit organisations focused on youth work.

*Website:* <http://www.vimprocvolim.cz/>

**Organisation:** OBESSU – Organising Bureau of European School Student Unions

**Name of Project:** Right to Representation

The conference Right to Representation, organised in cooperation with Lietuvos moksleivių sąjunga (LMS) and the European Youth Foundation of the Council of Europe (EYF), was held from 5–12 December, in Vilnius. The event was a follow up of previous "study visits" taking place in Kosovo, Prague and Riga, where the topics of representation and participation were also discussed. The event aimed on several topics including how to enable school students to actively participate in democratic life in their school as well as in wider society and reflecting on how school students' participation in all discussions and all decision-making affecting their life must be guaranteed and improved.

*Website:* <http://www.obessu.org/right-to-representation-the-last-activity-of-the-eyf-workplan-2014#more-7361>;

## Advocacy

**Organisation:** European Students Forum (AEGEE-Europe)

**Name of Project:** Civic Education Reloaded! – European Citizens Initiative

The AEGEE is planning to launch a European Citizens' Initiative about increasing the topic of Civic Education in the curricula of institutions of formal education. Through this initiative, they wish to call to the European Commission to set up a long term agenda for coordinating citizenship education among EU member states, so that international and European concepts and values are taught to citizens and the citizens are equipped with the competences to actively, responsibly participate in our democratic society. They wish as well to create benchmarks for civic education in Europe, based on long and short term goals. Through these measures (and more), AEGEE wants young people to become informed independent individuals in society, that take decisions based on critical thought, democratic participation and a common understanding of European values and principles.

**Website:** <http://www.zeus.aegEE.org/portal/working-groups-2/civic-education-working-group/>

## Awards

**Organisation:** World Organisation of the Scout Movement (WOSM)

**Name of Project:** Scouts of the World Award

The Scouts of the World Award was launched in order to encourage a stronger involvement of Senior and Rover Scouts (aged 15–26) in the development of society by making them more aware of the global issues concerning the world today. Rather than promoting competition, this system reinforces young people's sense of initiative, self-development and responsibility over their learning process.

The Scouts of the World Award is made up of two parts: The Scouts of the World Discovery, a 7-days trip aimed at gaining an in-depth knowledge of one of the themes, and identifying possible solutions to related problems; and the Scouts of the World Voluntary Service, a period of personal commitment to develop a community project on one of the above topics.

**Website:** <https://www.scout.org/SWAward>

## Partnership between formal and non-formal education providers

**Organisation:** EFIL – European Federation for Intercultural Learning

**Name of Project:** Intercultural Dialogue Day

Intercultural Dialogue Day is a dedicated day every year (last Thursday of September) when AFS promotes intercultural dialogue and diversity through youth exchanges. It is organised by AFS volunteers across Europe and addresses public audiences in an interactive way. Volunteers from the organisation run events in schools on intercultural and global citizenship education. The objective is to raise pupils' awareness about diversity and tolerance, as well as issues concerning living together and citizenship.

**Website:** <http://www.efil.afs.org/projects/idd/>

**Organisation:** European Students Forum (AEGEE-Europe)

**Name of Project:** YOUrope needs YOU

“YOUrope needs YOU!” is a project dedicated to empower High School students. Through interactive workshops, the members of the organisation share their experience in being active citizens, gaining satisfaction after projects well-done, and in the beauty of volunteering and contributing to the society. The aim of the workshops is to increase the knowledge of High School students about Europe, European values, European matters, and then motivate them to take action to do something for their schools, their societies and keep them informed about all possibilities that Europe can offer to them.

The project activities are mainly developing learning material for high school students, carrying out workshops in schools across Europe (AEGEE organisation is the one getting in touch and convincing the school to carry out workshops with them) and training for trainers (aiming at training future workshop facilitators).

**Website:** <http://www.aegEE.org/projects/yourope-needs-you/>

## **Further Reading and Pedagogical resources**

You can find below a list of the key (policy) documents and articles sent by some of our Member Organisations regarding citizenship education, including some of the toolkits and manuals that they created on the topic. These documents are very useful to understand the vision of youth organisations of citizenship education and a excellent source of proven activities and methodologies for other organisations who might be interested in addressing this topic.

We also took the liberty to include some resources from institutions such as the Council of Europe or UNESCO in order to highlight their contributions to the field as well.

### **! From our Member Organisations**

#### **ATD Quart Monde**

Policy Documents:

*Charte du croisement des savoirs et des Pratiques* (only in FR) - [http://www.atd-quartmonde.org/wp-content/uploads/2015/07/Charte\\_du\\_Croisement\\_des\\_Savoirs\\_et\\_des\\_Pratiques.pdf](http://www.atd-quartmonde.org/wp-content/uploads/2015/07/Charte_du_Croisement_des_Savoirs_et_des_Pratiques.pdf)

Toolkits and Manuals:

*Making Human Rights Work for People living in Extreme Poverty: A handbook for implementing the UN Guiding Principle on Extreme Poverty and Human Rights* - [http://www.atd-fourthworld.org/wp-content/uploads/sites/5/2015/05/2015-09-01-GuidingPrinplsEPHR-HANDBOOK-EN-ATD\\_FI-Handbook\\_English\\_WEB-1.pdf](http://www.atd-fourthworld.org/wp-content/uploads/sites/5/2015/05/2015-09-01-GuidingPrinplsEPHR-HANDBOOK-EN-ATD_FI-Handbook_English_WEB-1.pdf)

#### **Armenian National Students' Association (ANSA)**

Toolkits and Manuals:

*Play It Fair toolkit: Human Rights Education Toolkit for Children* (translated into Armenian by Jinishian Memorial Foundation) - [https://equitas.org/wp-content/uploads/2010/09/PIF\\_Pocket-Toolkit\\_FINAL\\_ENG.pdf](https://equitas.org/wp-content/uploads/2010/09/PIF_Pocket-Toolkit_FINAL_ENG.pdf)

#### **ACTIVE – Sobriety, Friendship and Peace**

Toolkits and Manuals:

*The Advocacy Toolkit: Getting You Started in Political Work* - [http://www.activeeurope.org/attachedFiles/Advocacy\\_Toolkit.pdf](http://www.activeeurope.org/attachedFiles/Advocacy_Toolkit.pdf)

#### **European Students Forum (AEGEE–Europe)**

Toolkits and Manuals:

*YOUrope needs You!* - <https://issuu.com/aegee-europe/docs/youropeedneedyou>

*NFE Book: The Impact of Non-Formal Education on Young People and Society* - [https://issuu.com/aegee-europe/docs/nfe\\_book](https://issuu.com/aegee-europe/docs/nfe_book)

#### **Don Bosco Youth-Net ivzw (DBYN)**

Policy Documents:

*Few Words and a Lot of Action: An Introduction to the working style of Don Bosco Youth-Net* - <http://www.donboscoyouthnet.org/few-words-and-a-lot-of-action.html>

#### **Czech Council of Children and Youth (CRDM)**

Toolkits and Manuals:

*Metodický Portal: Databases of pedagogical methods* [www.rvp.cz](http://www.rvp.cz), [www.varianty.cz/publikace](http://www.varianty.cz/publikace) *Varianty* - [www.varianty.cz/publikace](http://www.varianty.cz/publikace) and [www.varianty.cz/metodicke-listy](http://www.varianty.cz/metodicke-listy)

#### **European Students Union (ESU)**

Policy Documents:

*Policy paper regarding the public responsibility for education* - <http://www.esu-online.org/news/article/6064/2013-Policy-paper-on-public-responsibility-governance-and-financing-of-higher-education/>

### **European Federation for Intercultural Learning (EFIL)**

Toolkits and Manuals:

ACTIVE Manual of Activities - <http://afactivecitizens.org/download/activemanual/>

Promoting Citizenship in Europe: A Training Manual - [http://www.efil.afs.org/documents/site\\_14/category\\_141/Promoting\\_Citizenship.pdf?1287649202](http://www.efil.afs.org/documents/site_14/category_141/Promoting_Citizenship.pdf?1287649202)

### **International Federation of Catholic Parochial Youth Movements (FIMCAP)**

Toolkits and Manuals:

YOUrope toolkit (only in German) - [http://www.kjg.de/fileadmin/user\\_upload/02\\_projekte/YOUrope/neue\\_dateien/140509\\_Starterkit\\_komplett\\_Version\\_6.6.14.pdf](http://www.kjg.de/fileadmin/user_upload/02_projekte/YOUrope/neue_dateien/140509_Starterkit_komplett_Version_6.6.14.pdf)

### **International Falcon Movement – Socialist Education International (IFM–SEI)**

Toolkits and Manuals:

Partnerships for Participation: Child Participation Handbook - [https://issuu.com/ifm-sei/docs/p4p\\_web](https://issuu.com/ifm-sei/docs/p4p_web)

All Together: Making Inclusion Happen - [https://issuu.com/ifm-sei/docs/all\\_together\\_handbook](https://issuu.com/ifm-sei/docs/all_together_handbook)

Peace Education Handbook - [https://issuu.com/ifm-sei/docs/ifm-sei\\_peace\\_education\\_handbook\\_v1](https://issuu.com/ifm-sei/docs/ifm-sei_peace_education_handbook_v1)

### **Organising Bureau of European School Student Unions (OBESSU)**

Policy Documents:

Position paper on Democratic Participation - <http://www.obessu.org/wp-content/uploads/Democratic-Participation-Position-Paper-GA2013.pdf>

Participation and Democracy: A Legal Framework For School Student Rights - <https://issuu.com/obessu/docs/expo>

Toolkits and Manuals:

Active Citizenship: Showing action in school - [https://issuu.com/obessu/docs/2006\\_-\\_publication\\_on\\_active\\_citizenship](https://issuu.com/obessu/docs/2006_-_publication_on_active_citizenship)

Manual for School Students: Towards New Horizons - [http://issuu.com/obessu/docs/manual\\_for\\_school\\_students\\_-\\_final\\_/?e=2975141/36521621](http://issuu.com/obessu/docs/manual_for_school_students_-_final_/?e=2975141/36521621)

### **World Organisation of the Scout Movement (WOSM)**

Policy Documents:

Global Citizenship Education: Study of the Ideological bases, historical development, international dimension and values and practices of World Scouting - <http://www.tesisenred.net/bitstream/handle/10803/7243/tevang1of4.pdf?sequence=5>

Toolkits and Manuals:

Scouts of the World Award: NSO Implementation Manual - [https://www.scout.org/sites/default/files/library\\_files/SWA\\_Manual\\_COL\\_English.pdf](https://www.scout.org/sites/default/files/library_files/SWA_Manual_COL_English.pdf)

### **! From institutions**

#### **Council of Europe**

Policy Documents:

Competences for democratic culture – Living together as equals in culturally diverse democratic societies - <https://book.coe.int/eur/en/human-rights-education-intercultural-education/6881-competencies-for-democratic-culture-living-together-as-equals-in-culturally-diverse-democratic-societies.html>

Toolkits and Manuals:

TASKs for Democracy: 60 Activities to learn and assess transversal attitudes, skills and knowledge - [http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4\\_EN.pdf](http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf)

All different All equal Education pack: Idea, Resources, methods and Activities for informal intercultural education with young people and adults - [https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education\\_Pack\\_en.pdf](https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf)

Compass: A Manual on Human Rights Education with Young People -(available in diverse languages) <http://www.eycb.coe.int/compass/en/contents.html>

Compassito: A Manual on Human Rights Education for Children (available in diverse languages) - <http://www.eycb.coe.int/compassito/>

*Have your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life* - [http://www.coe.int/t/dg4/youth/Source/Resources/Publications/Have\\_your\\_say\\_en.pdf](http://www.coe.int/t/dg4/youth/Source/Resources/Publications/Have_your_say_en.pdf)

*EDC/HRE Pack – Online Compendium of CoE publications on Human Rights Education* <http://www.coe.int/en/web/edc/edc/hre-pack>

### **North–South Centre of the Council of Europe**

Toolkits and Manuals:  
*Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education* - <https://www.coe.int/t/dg4/nscentre/GE/GE/GE-Guidelines/GEguidelines-web.pdf>

### **EU–CoE Youth Partnership**

Toolkits and Manuals:  
*T-Kit No 7 – Under Construction: Citizenship, Youth and Europe* - <http://pjp-eu.coe.int/documents/1017981/1667923/tkit7.pdf/2efa6051-93c3-4ddf-8b59-36363f131069>

### **UNESCO**

Toolkits and Manuals:  
*UNESCO’s Work on Education Peace and Non-Violence -: Building Peace through Education* - <http://unesdoc.unesco.org/images/0016/001607/160787e.pdf>

*Peace Education: Framework for Teacher Education* - <http://unesdoc.unesco.org/images/0015/001502/150262e.pdf>

*UNESCO database on Global Citizenship Education* - [www.unesco.org/new/en/education/resources/in-focus-articles/globalcitizenship-education/documents-unesdoc/](http://www.unesco.org/new/en/education/resources/in-focus-articles/globalcitizenship-education/documents-unesdoc/)



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